DOCUMENT RESUME

ED 138 901	CG 011 376
AUTHOR	McGarry, Nancy S.
TITLE	Counselors and Faculty: Synthesis of Service for Holistic Education. A Community College Action Program for Organizational Development.
PUB DATE	75
NOTE	273p.; Ed. D. Thesis, Nova University; Appendix G is of marginal legibility and may reproduce poorly.
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Action Programs (Community); *College Faculty; *Community Colleges; *Counselors; Educational Administration; Higher Education; *Organizational Development; Personnel Integration; *Program Coordination; Program Descriptions; Synthesis
IDENTIFIERS	*Holistic Approach

ABSTRACT

This study constitutes a community college action program for organizational development in which a modified Delphi procedure was used to gain group consensus. The study has three foci: (1) devising and implementing an action program and process for use with the target population, counselors and academic faculty to create awareness of the need to change in order to break down artificial separation between these two groups of educational professionals and to focus attention on the commonality of their perceptions and goals; (2) exploring the levels and dimensions of consensus reached in the total target population and in the tow subgroups, after participation in a consensus gathering exercise; and (3) developing an implementation plan at the conclusion of the study to prepare the way for positive change and synthesis of counseling and instructional services. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133901

INSTITUTION

Ed.D. Program for Community College Faculty

COUNSELORS AND FACULTY: SYNTHESIS OF SERVICES FOR HOLISTIC EDUCATION
A COMMUNITY COLLEGE ACTION PROGRAM FOR ORGANIZATIONAL DEVELOPMENT

Nancy Sifford McGarry

September 1975

Nova University

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Counselors and Faculty:
Synthesis of Services for Holistic Education
A Community College Action Program for Organizational Development

NANCY SIFFORD McGARRY

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1975

ACKNOWLEDGEMENTS

I would like to express my most sincere appreciation and thanks to Dr. Norman L. Stephens, Jr., my Nova cluster coordinator and the director of educational planning and research at St. Petersburg Junior College (S.P.J.C.), for his advise and reinforcement throughout my participation in the Ed.D. program and especially for his assistance in this study. I would also like to thank the other members of my committee, Dr. Leland L. Medsker for his professional challenge to and expectation of excellence, and to Dr. Marlene Mitchell for her competence and gracious willingness to serve as major applied research project advisor following the serious illness of Dr. Clyde E. Blocker. In addition, the warm support, empathetic understanding, and personal friendship extended to me by my supervisor, colleague, and friend, Roy E. Oldham, Dean of Student Services on the St. Petersburg Campus of S.P.J.C., are gratefully acknowledged. His confidence in my ability and concern for my personal and professional well-being are a constant source of joy and strength to me.

Special thanks are extended to Peggi Denty for her assistance throughout the project, but especially for serving as foil in the early stages of conceptualizing the study. Appreciation is extended to my Nova colleague, Ernest R. Ross, Jr., for his willing assistance in statistical consultation and for his interest in the project and its implications for staff and student development.

Gratitude and deep appreciation are offered to my executive secretary, Elizabeth B. Simcox, without whose professional skill and personal forbearance this project would not have been possible. Her willingness to tailor her personal life to my educational and professional needs during these recent months is a measure of real and abiding friendship.

Finally, and most importantly, I would like to thank my children, Michael Shawn, Christopher Steven, and Nancy Lynn for their love, respect, and encouragement during the entire Ed.D. program and the completion of this study. Special thanks are extended to my firstborn, Michael Shawn, currently enrolled in the doctoral training program in clinical psychology at Emory University, Atlanta, Georgia, whose emotional support, constant encouragement, and genuine pride in my accomplishments have served as catalysts for program and project completion.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

LIST OF TABLES vii

LIST OF FIGURES x

ABSTRACT xi

Chapter

1. BACKGROUND AND STATEMENT OF THE PROBLEM 1

INTRODUCTION 1

BACKGROUND OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY 3

SUMMARY AND STATEMENT OF THE PROBLEM 13

ASSUMPTIONS 13

DEFINITION OF TERMS 15

2. REVIEW OF THE LITERATURE AND STATEMENT OF RESEARCH QUESTIONS 18

REVIEW OF LITERATURE 18

Characteristics of Community College Students 18
Professional-Decentralized Counseling Approach 20
Institutional Organizational Models 23
Related Community College Studies 33
Methodology for Obtaining Consensus 36
The Delphi Technique 38
The Action Team 40

SUMMARY AND STATEMENT OF RESEARCH QUESTIONS 43

3. PROCEDURES 48

OVERALL DESIGN 48

METHODOLOGY 49

PERMISSION FOR THE STUDY 55

Chapter Page

DESCRIPTION OF INSTRUMENTATION 57

Method of Distribution 59

RESEARCH QUESTIONS AND STATISTICAL PROCEDURES FOR ANSWERING RESEARCH QUESTIONS 60

SUMMARY OF PRODUCT DEVELOPMENT 64

LIMITATIONS OF THE STUDY 67

4. RESULTS AND DISCUSSION 69

INTRODUCTION 69

OVERVIEW OF THE ACTION PROGRAM 70

RESULTS OF THE ACTION PROGRAM 71

Focus 1: The Action Plan 71
Focus 2: The Consensus Gathering Exercise 72

Results of Round One and Round Two of the Delphi Probe 74
Percent of Return 74
Summary of data presentation 74
Comparison of the Results of the First and Second Delphi Questionnaire 77
Dimensions on which the two Sub-groups show Commonality 99
Dimensions on which the two Sub-groups Differ . . 105
Results of Round Three of the Delphi Probe 121

5. SUMMARY AND IMPLICATIONS 128

SUMMARY 128

Focus 1: The Action Plan 128
Focus 2: The Consensus Gathering Exercise 130
Focus 3: The Implementation Plan 134

THE IMPLEMENTATION PLAN 135

Rationale and Perspective 135
Development of the Implementation Plan 140

IMPLICATIONS 146

BIBLIOGRAPHY 154

AUTOBIOGRAPHICAL SKETCH 162

Page

APPENDIXES 165

A. LETTER DESCRIBING DELPHI TECHNIQUE 166

B. ITEMS OF DELPHI PROBE, ROUND ONE 169

C. LETTER OF TRANSMITTAL AND ROUND TWO OF DELPHI 174

D. MEMORANDA 179

E. RESULTS OF ROUND TWO OF DELPHI 189

F. MINORITY OPINIONS AND COMMENTS
ROUNDS ONE AND TWO OF DELPHI 205

Faculty Comments 206
Counselor Comments 224

G. ITEM ANALYSES 229

LIST OF TABLES

Table Page

1. Return of First and Second Delphi Questionnaire 75

2. Causal Statements by Category of Importance
   Total Target Population (Faculty and Counselors) N = 175
   Round One of Delphi 79

3. Solution Statements by Category of Importance
   Total Target Population (Faculty and Counselors) N = 175
   Round One of Delphi 80

4. Causal Statements by Category of Importance
   Faculty Sub-Group (N = 154)
   Round One of Delphi 81

5. Solution Statements by Category of Importance
   Faculty Sub-Group (N = 154)
   Round One of Delphi 82

6. Causal Statements by Category of Importance
   Counselor Sub-Group (N = 21)
   Round One of Delphi 83

7. Solution Statements by Category of Importance
   Counselor Sub-Group (N = 21)
   Round One of Delphi 84

8. Causal Statements by Category of Importance
   Total Target Population (Faculty and Counselors) N = 167
   Round Two of Delphi 85

9. Solution Statements by Category of Importance
   Total Target Population (Faculty and Counselors) N = 167
   Round Two of Delphi 86

10. Causal Statements by Category of Importance
    Faculty Sub-Group (N = 146)
    Round Two of Delphi 87

11. Solution Statements by Category of Importance
    Faculty Sub-Group (N = 146)
    Round Two of Delphi 88

Table Page

12. Causal Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi 89

13. Solution Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi 90

14. Results of Round One and Round Two Delphi Questionnaires
Total Target Population (Faculty and Counselors)
Causal Statements 92

15. Results of Round One and Round Two Delphi Questionnaires
Total Target Population (Faculty and Counselors)
Solution Statements 93

16. Results of Round One and Round Two Delphi Questionnaires
Faculty Sub-Group
Causal Statements 94

17. Results of Round One and Round Two Delphi Questionnaires
Faculty Sub-Group
Solution Statements 95

18. Results of Round One and Round Two Delphi Questionnaires
Counselor Sub-Group
Causal Statements 97

19. Results of Round One and Round Two Delphi Questionnaires
Counselor Sub-Group
Solution Statements 98

20. Results of z Tests between Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Causal Statements 107

21. Results of z Tests between Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Solution Statements 111

22. Rankings of Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Causal Statements 115

23. Rankings of Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Solution Statements 117

Table Page

24. Causal Statements by Category of Importance
Action Team (N = 10)
Round Three of Delphi 122

25. Solution Statements by Category of Importance
Action Team (N = 10)
Round Three of Delphi 123

26. Results of Round Two and Round Three Delphi Questionnaires
Total Target Population and Action Team
Causal Statements 125

27. Results of Round Two and Round Three Delphi Questionnaires
Total Target Population and Action Team
Solution Statements 126

LIST OF FIGURES

Figure | Page

1. Continuity Problem Analysis Matrix 73
2. Continuity Problem Analysis Matrix 136

ABSTRACT

This study was conducted to attempt to break down artificial separation between community college counselors and academic faculty through a cross-campus action program designed to secure total involvement of both these target groups and to focus attention on the commonality of their perceptions and goals. The action program in the study culminated in the development of an implementation plan to synthesize counseling and instructional services in a holistic approach to the teaching-learning process.

This study constitutes a community college action program for organizational development in which a modified Delphi procedure was used to gain group consensus. The study has three focuses:

1. Devising and implementing an action program and process to develop in the target population, counselors and academic faculty, an awareness of the need to change to break down artificial separation between these two groups of educational professionals and to focus attention on the commonality of their perceptions and goals;

2. Exploring the levels and dimensions of consensus reached in the total target population and in the two sub-groups, after participation in a consensus gathering exercise; and

3. Developing an implementation plan at the conclusion of the study to prepare the way for positive change and synthesis of counseling and instructional services.

The major research questions in the study relate to that portion of the action program in which a modified Delphi procedure was employed

to gather consensus in the target population and to focus attention on the commonality of the perceptions and goals of the two target groups. Thus, the Delphi probe was a component of a planned action process to achieve within the total target population awareness of an issue and a need for change.

The action team, or task force, approach was used to assure involvement of a representative cross-campus panel of experts in an ongoing group process of problem identification, definition, and analysis. Outputs of this cross-campus panel of experts include a continuity problem analysis matrix, which illustrates the problem as conceptualized by the action team (less than optimum cooperative interaction between counselors and faculty in the educational process), probable causes of the problem, and possible solutions which treat one or more of the problem causes. From this continuity matrix, the content of the first Delphi questionnaire was generated.

Analysis of data collected in the Delphi exercise reveals a very high relationship between the rankings of the two sub-groups on problem causal statements and a high relationship between their rankings on solution statements. Thus, the data reveal little evidence to indicate existence of a "student services perspective" that differs significantly from an "academic perspective." In fact, the evidence seems to suggest that differences of opinion within the two target groups may well be as notable as differences between the target groups.

Finally, at the conclusion of the Delphi exercise, the action team identified activities to reduce or eliminate the prioritized causes of the problem and participated in group modeling procedure to develop a proposed plan to implement the prioritized solutions. The results of the action program and process for solving the organizational problem were disseminated to the target population and to all clientele groups of the system.

The broad recommendation emanating from this study is that community colleges continue to strive toward the ideal of full utilization and development of all human resources. A more specific recommendation is that the colleges strive toward the improvement of organizational practices and individual conditions to facilitate optimum cooperative interaction between academic faculty and counselors in the teaching-learning process. The expected outcome of such optimum interaction between these two groups of educational professionals is the maximizing of both staff and student development and organizational impact on society.

Chapter 1

BACKGROUND AND STATEMENT OF THE PROBLEM

INTRODUCTION

Unfortunately, a serious schism between counseling and advisement and instructional staffs exists in many community colleges (Richardson and Blocker, 1968). These authors believe that this schism may be explained, at least in part, by the fact that student personnel services arrived late on the higher education scene and that many faculty members have little understanding of or regard for such services. As a result, these authors observe that guidance and counseling personnel have tended, in turn, to reject, on an irrational basis, constructive criticism from their academic colleagues. In support of this contention, they cite a study by Kimball (1960) in which fourteen public community colleges indicated that 62 percent of faculty members were critical of the student services program and considered it to be the weakest area in their institutions. Richardson and Blocker (1968) consider it essential that educational professionals make a concerted effort toward identifying those characteristics which promote conflict between counselors and academic faculty and inhibit the quality of response by student services practitioners. They challenge both counselors and faculty to seek ways to unite in purpose and to synthesize services for whole student development.

This study is an outgrowth of this challenge and constitutes an action program designed to resolve a problem situation that appeared to be limiting whole-hearted cooperation and positive interaction among St. Petersburg Junior College counselors and academic faculty in their shared responsibility for whole student development.

As is frequently the case in an organization, with growth comes diversification and development of areas of specialization. As specialization continues and time passes, separation between parts of the organization is heightened and attendant feelings of "distance" develop. Attitudes of distrust form and lines of communication clog. The right hand may not know what the left is doing nor appear to care. In an atmosphere and environment like this, an organization soon is dismayed to find the effectiveness of some of its specialty areas declining and the subsequent achievement of major organizational goals impaired. This study represents an effort to deal with just this sort of emerging problem at St. Petersburg Junior College, at a time when limited resources necessitate even more stringent analysis of organizational efficiency and effectiveness and awareness of clientele needs.

BACKGROUND OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY

St. Petersburg Junior College (S.P.J.C.) was founded in 1927 and has the distinction of being one of the first two junior colleges in the state of Florida. Rapid growth of the college during the late fifties necessitated expansion of facilities, staff, and services. This growth mushroomed in the sixties and to some extent may have diverted attention from long-range institutional goal setting and planning. Now, as growth is leveling off, the college is devoting primary attention to the development of guidelines for long-range planning that will include a program or goal-oriented perspective and a humanistic management philosophy. The president, in a recent message to the faculty, noted that S.P.J.C., like other community junior colleges, is faced with a new breed of student and must develop a flexible and responsive vehicle for education to meet the needs of these students. He challenged all to join in the effort to devise such a vehicle "to benefit our students, our community, our state, our nation, and our world" (Bennett, 1974).

Demographic information reveals that this new type of St. Petersburg Junior College student is chronologically older (median age 26), more mature, and more aggressive within the system. Fifty-one percent of these students are women. Presently, only slightly more than 50 percent of these students are enrolling at S.P.J.C. immediately after completing high school. Approximately 45 percent elect to attend only part-time. These students are adults, both biologically and legally, and community college personnel need to view them as adults. Unfortunately, the academic lock-step all too often denies them political and emotional maturity as well as admission to academic maturity. In an April 15, 1974, address at Chicago to a joint meeting of National Association of Student Personnel Administrators, National Association of Women Deans, Administrators, and Counselors, and American College Personnel Association, Frank Newman, Director of University Relations at Stanford University, Stanford, California, and chairman of the Health, Education and Welfare Department's Second Task Force on Higher Education, observed that the changes occurring in higher education are not meeting the needs of this new type of student. He suggested that each institution should be accountable not only for the cost of educational programs but for the effectiveness of these programs in meeting the objectives of their particular clientele. He further stated that while colleges should be competing to serve their particular clientele, instead they frequently become involved in bureaucratic political competition among themselves. This applied research project constituted an action program to diminish such intrainstitutional political competition at St. Petersburg Junior College.

As is frequently the case in an organizational structure, two dichotomies of service and pyramids of power have developed at St. Petersburg Junior College. The academic affairs pyramid has arisen; the student affairs pyramid has climbed to comparable heights. This artificial separation has led to competitiveness between these executive areas, and, not surprisingly, an attitude of distrust has developed. Upon occasion, instructors have been critical of counselors' advice in academic planning for students; counselors, in turn, have questioned instructors' competence in assisting students in problem situations. Each area has guarded its space allocation from "invasion" by the other; each has adroitly articulated its views as to the centrality of its service in the institution. This study focused on devising an action program to break down the artificial and limiting separation between these two groups of educational professionals. A major objective of the study was to focus the attention of the target groups, counselors and faculty, on the commonality of their goals, as opposed to their differences, preparatory to their joining forces to develop an implementation plan to synthesize their services in a holistic approach to the teaching-learning process.

O'Banion, Thurston, and Gulden (1972) see the community junior college at a critical crossroads in history. They ask: ". . . can the junior college provide the climate and the encouragement for individual students to feel more keenly, experience more deeply, live more fully - to encounter a fuller range of their human potential?" (p. 199) Certainly this lofty goal is not attainable if counselor-educators and instructor-educators are pursuing their separate paths with only tengential thought of the total growth and development of the student as their eventual destination.

Blocker and Richardson (1968) admonish educators in the two-year college not to draw an unnatural distinction between those who teach and those who provide counsel and guidance. They recommend establishment of a single organization which provides a mutually advantageous relationship for both instruction and student services, but they alert educators to expect attitudinal resistance to this needed revision in administrative structure and function.

Cohen (1969) states that the focus of education is shifting from instruction to learning; what is known about causing behavioral change is gradually being put to use. He believes that counselors must assume appropriate responsibility with instructors for student learning - predictable, measurable, and definable. Matson (1968) underscores the importance of this shared responsibility even if it requires almost complete redesigning of the structure or framework and even the content or practices of student personnel work. Thus, counselors are challenged to step out of their traditional role as dispensers of a series of services and to join forces with their academic colleagues in an action program for shaping forces rather than reacting to them. Similarly, faculty members are challenged to move away from their limited and limiting role as dispensers of subject matter information and to join forces with their counselor colleagues in the mutual undertaking of "causing learning" and whole student development. Nevitt Sanford (1967) notes that the time has come for us to control our zeal for imparting knowledge and skills and to concentrate our efforts on developing the individual student. Thus, it is incumbent upon educational professionals to provide a learning climate in which maximum development of potential and fulfillment can take place (Grant, 1972).

Tarcher (1967) reminds us that changing times call for new social goals, new values and assumptions, and new institutional arrangements that will allow us to complete our ongoing struggle against scarcity and to move beyond production to the development of human potentialities. As our society rapidly changes, old educational models are becoming obsolete. Thus, in an attempt to keep pace with a rapidly changing society and an increasingly diverse clientele, the community college is striving for educational innovation and change. Not surprisingly, ill-defined and poorly evaluated instructional objectives and ineffective student services programs gradually are being phased out, and new approaches and new goals are being sought. More and more, student services practitioners and their academic colleagues are experimenting with practices that are exceptional. Many of these innovative practices and processes illustrate that the focus in education is shifting from teaching to learning and recognize that "the teacher and the learner are engaged in a cooperative process in which there is an active interchange of intellectual stimulation, knowledge, and affective relationships" (Blocker and Richardson, 1968, p. 15). Within this context, both the counselor-educator and the instructor-educator are concerned with the whole student as a reactor, formulator, and evaluator. Together they share the responsibility to help the student identify and solve problems and reassess himself in the light of his new understandings. Together they share the responsibility to define instructional and student development programs to provide a process education to prepare students to survive in an undefined future. Together they must serve the student holistically.

The major focus of this study was on the development of an action program to resolve a problem situation that appeared to be limiting whole-hearted cooperation and positive interaction among S.P.J.C. counselors and instructors in their shared responsibility for whole student development. Since this limitation was viewed as diminishing the effectiveness of both counselors and instructors in their cooperative interaction with students, the artificial separation between these two target groups and the social distance this engenders were seen as undesirable.

Recently compiled institutional statistics cited in the St. Petersburg Junior College Planning System: Guidelines for Planning Fiscal Year 1975-76 (June, 1974) show that more than 70 percent of the S.P.J.C. student population enrolled during the 1973-74 academic year had no formal academic advisor, since they were enrolled in university parallel programs and were meeting standard general education requirements. Only the students enrolled in "terminal" occupational programs leading to the associate in science degree or to a certificate were required to seek academic guidance from their department chairmen or from other designated departmental advisors. Fortunately, because of the sensitivity and professionalism of the department chairmen and the academic faculty, there appeared to be no lack of concern for these university parallel students. None the less, administratively, there was a strong need to define accountabilities to insure optimum coordination of effort. This need is further accentuated by the State Board of Education regulations requiring the follow-up evaluation of all students in terms of their success in effectuating their career objectives. Since these follow-up studies also lead to implications affecting both curriculum and instructional methodology, it is especially important that academic faculty, as well as counselors, have responsibility in academic advising and career counseling.

Additional evidence of the limiting separation between counselors and academic faculty surfaced in the results of a recent local survey (August, 1974) conducted at the St. Petersburg Campus of S.P.J.C. Among other things, this survey of faculty perceptions of existing student counseling needs and services showed considerable faculty apathy and disinterest in the counseling services. Only a third of the faculty returned the survey, even though repeated requests for return were made. The survey further revealed that part of the problem may well be lack of knowledge about these counseling services. As communicators, student services practitioners apparently are not winning any accolades! This message came through loud and clear as a surprising number of the faculty attached notes to the survey commenting in essence: "I don't know enough about what counselors are doing or are supposed to do to meaningfully respond to the survey." Such responses certainly did not suggest that the counseling services presently being rendered are either well known or considered indispensable to the majority of the instructional staff. Yet among the primary objectives of the counseling and advisement program recently articulated by a specially appointed counselor task force (October, 1974) were the following objectives involving interaction with faculty and administration:

1. Professional counselors will serve as resource persons to the faculty and administrative clientele.

2. Professional counselors will serve as facilitators in matters concerning students, faculty, and administration.

3. Professional counselors will serve as resource persons in curriculum matters.

4. Professional counselors will articulate with instructional programs and administration (p.2).

Of the sixty-two faculty members responding to the survey, about 37 percent expressed at least some interest in assuming a greater role themselves in the counseling and advisement function "other than that relating to my present (teaching) job." (Thirteen percent indicated definite interest; twenty-four percent expressed conditional interest.) The purpose of the survey was to gather relevant data to reappraise the counseling and advisement program and to prioritize services on the basis of perceived clientele needs in an environment characterized by limited resources. Yet without open, sharing, multidirectional, spontaneous communication between the instructional staff and student services staff, it did not appear likely that significant and effective reorganization of either program would occur. Accordingly, it became increasingly important to devise strategies to develop such open communication and cooperative planning and to break down artificial separation and attendant "distance" between these two groups of educational professionals. In order to effectively meet the needs of the whole student, it was important, then, to center attention on this institutional thrust and to recognize that student development is a total institutional goal, not a fragmented departmental responsibility. As is stipulated in the St. Petersburg Junior College Planning System: Guidelines for Planning Fiscal Year 1975-76 (June, 1974, p.7), "the interrelatedness of processes, programs, and perspectives, as well as the operational goals of the college call for a humanistic management philosophy."

This Major Applied Research Project (M.R.P.) aided the college in moving toward participatory decision-making, as academic faculty and counselors joined in an action program in group consensus awareness and group problem solving. An additional by-product of this group consensus and problem solving process was that of staff development, for human resources are the most valuable as well as the most expensive aspect of an organization. Careful management of those resources is both necessary and desirable, and, as the St. Petersburg Junior College Final Report of the President's Committee to Develop Guidelines to Eliminate the Possibility of Discrimination Against Women stipulated (April, 1974):

> When the organization is also an institution of society an additional dimension of accountability for the public trust becomes apparent. It may be said that full utilization of human resources is a responsibility of the college not only to the organization itself but also to the society which it serves (p. 1).

As funding for public community colleges becomes more limited each year, an even greater responsibility is placed upon institutions to justify their programs, as well as to account for their utilization of financial resources. Higher education is moving swiftly toward a systems approach to program management in an effort to justify programs and funding. With 1975-76 as the target fiscal year for all of Florida's institutions of higher education to convert to the systems approach, S.P.J.C. is busily involved in planning for the future, with its plan embodying a program or goal-oriented perspective. This study supported this future's planning and focused on the inter-relatedness of the programs, processes, and perspectives as well as on the operational goals of instructional services and counseling services.

Until persons internalize an urgency, change is not likely to take place. Awareness precedes choice, and choice should precede change. Thus the condition of awareness becomes a major objective to learning in general and to organizational development in particular (Hall, 1971). Awareness, buttressed by feelings of commitment and responsibility, leads to the action steps of change and to enlightened decision-making among choices. Accordingly, the action program devised in this study served as a first step toward institutional change by creating an awareness of the need for change in the educational process. By focusing attention on the extant condition, characterized by artificial and limiting separation of academic faculty and counselors, the action program served to illustrate to academic faculty that their emerging role as community college educators encompasses far more than serving as dispensers of subject matter knowledge and that their return to the mainstream of student service is actively sought and highly valued. The study also served to challenge counselors to participate more vigorously in the instructional process by placing needed emphasis on the appreciations and skills of learning as a lifelong endeavor.

Results of the study indicated that the emerging role of the community college educator does not support the artificial separation between academic and student services, for both program areas share a common institutional goal: facilitation of learning and student development. Through the action program seeking group consensus awareness, the research project provided impetus and a vehicle to instill a sense of unity in the educational process and to foster a sense of trust in the college constituency. The plan of positive interaction among faculty, counselors, and students supported the institutional goal of whole student growth and development and created an awareness of the need to provide an operational climate which promotes effective communication, efficient procedures, and high morale.

Of central significance then, is the study's emphasis on the partnership approach to the teaching-learning process and to student development in the community college setting. Of additional importance are recommendations for needed changes in S.P.J.C. policies, programs, and procedures, to unify and synthesize the services rendered by counselor-educators and teacher-educators as they respond cooperatively and constructively to student needs.

This major applied research project has significance and value for other institutions as well as for S.P.J.C., for it focuses attention on the holistic approach to the teaching-learning process. The study also accentuates the need for cooperative interaction and commitment of all persons involved on the educational team, if positive change and organizational development are to occur.

SUMMARY AND STATEMENT OF THE PROBLEM

Together, counselor-educators and instrucor-educators share the responsibility to assist students in identifying and solving problems and reassessing themselves in the light of their new understandings. Together they share the responsibility to define instructional and student development programs to provide process education to prepare students to survive in an undefined future. Together these educational professionals must serve students holistically.

The purpose of this study at St. Petersburg Junior College is to break down artificial separation between counselors and academic faculty through an action program designed to focus attention on the commonality of their perceptions and goals, thereby facilitating the development of an implementation plan to synthesize counseling and instructional services in a holistic approach to the educational process.

ASSUMPTIONS

1. Community college counseling and advisement is a function which ideally involves the total staff of both the instructional and counseling services.

2. Counseling, as it is currently defined and perceived at S.P.J.C., is a specific task done by specific staff members, i.e., counselors.

3. The students' experiences in the current environment cause them to perceive counseling and instruction as two separate and specific functions within the institution.

4. Because of perceptions of separation and specialization, communication between practitioners in the instructional and counseling programs is impaired and services to students are less effective.

5. Common interests in whole student development are shared by both counselors and academic faculty.

6. The learning environment is a total environment of the student, and counseling and instruction are cooperative efforts which

support the student in this environment.

7. Student development is a total institutional goal rather than a fragmented departmental responsibility.

8. An educational system in which almost three quarters of the students have no instructional person accountable for their academic and career planning and progress is less effective than one in which academicians are actively involved in such planning and progress.

9. An action program can be devised to break down artificial separation between counselors and academic faculty and to focus attention on the commonality of their perceptions and goals.

10. Strategies can be devised to promote the development of a climate that encourages and sustains open communication and sharing between counselors and faculty.

11. The Delphi technique is an appropriate technique to utilize in arriving at group consensus between the two target groups, counselors and faculty.

12. More meaningful experiences can be provided for students to maximize their potential in cogent decision-making relating to career, educational, personal, and social development when counselors and faculty synthesize their services and efforts in a holistic approach to the educational process.

DEFINITION OF TERMS

The following terms utilized in this report are defined in accordance with the glossary appearing in the St. Petersburg Junior College Planning System: Handbook for Organizational Workshops (1973, pp. 68-78).

Action Team

Group of people (crossing organizational lines) concerned with defining programs during implementation and with planning programs after implementation.

Climate

Affective characteristics of operating environment.

Consensus

Convergence of opinion; when used in decision-making, those remaining in the minority agree to uphold the consensus.

Continuity Matrix

A graphic picture illustrating a functional linkage among problem analysis, causal definition, solution approaches, and program activity.

Delphi

Consensus gathering technique conducted by means of rounds of questionnaires (no fewer than three rounds).
Round one used to establish bounds;
Successive rounds used for convergence of opinion wherein each respondent may change his opinion after learning how others responded in previous rounds;
Minority opinions must be defended.

Holism

A theory that the determining factors, especially in living nature, are irreducible wholes; a theory emphasizing the organic or functional relation between parts and wholes.

Needs Assessment

A method of determining the needs of clientele groups.

Objectives

Statements of expected results of activities, achievement of which leads to desired outcomes.

Operational Model

Systematic definition of all activities carried out by an organization integrated into a single representation.

Organizational-Development

The systematic humanistic process of inservice coaching to imbue the members of the organization with the attitudes and skills necessary for implementing fundamental changes throughout the organization.

Participatory Decision-making

Responsibility for decisions is diffused throughout the organization; related to accountability for meeting objectives.

Pert

Acronym for Program Evaluation and Review Technique; a calendar oriented network diagram of a series of events; useful for projects which have a definable start and finish.

PPBS

Acronym for Planning-Programing-Budgeting System; basically a systematic method for dealing with complex operations; characterized by the notions of programs and outcomes.

Process Awareness

Pertaining to the ability to sense the dynamics of group action and to contribute positively to those dynamics.

Program

1. The end objectives of an agency that are developed or budgeted in terms of all the elements necessary to its execution;
2. Those things based on desired outcomes;
3. Largest aggregation of activities directed toward the same goal.

Program Measures

Indicators of the characteristics of programs and their elements; encompass such things as objectives evaluative criteria, resources, outputs, and outcomes.

Resources

The human and non-human input requirements for the achievement of objectives by an activity.

Student-centered

Pertaining to the characteristic of the planning system which causes goals to be set in response to the needs of the clientele group, students.

System

An entity which satisfies the criteria for "systemness":
- - there must be a structure or organization;
- - the structure must be conceptualized as a whole;
- - the whole must be orderly;
- - the whole must have parts;
- - the parts can be shown relating to each other;
- - the parts can be shown relating to the whole.

Target Group

A clientele group affected by a particular activity; usually perceived as one of three types: students, college personnel, external community.

Chapter 2

REVIEW OF THE LITERATURE AND STATEMENT OF RESEARCH QUESTIONS

REVIEW OF LITERATURE

In reviewing selected literature relating to this study, five major areas of concern emerged. First, in order to better understand the project's beneficiary group, it was pertinent to review the characteristics and background of the present generation of community college students. Second, since a review of literature relating to various approaches to community college counseling and advisement reflected preference for the professional-decentralized counseling approach, a review of this literature was undertaken. Third, a review of literature relating to institutional organizational models was presented in order to explore various structures developed in higher education to promote institutional renewal. Fourth, studies in community colleges relating to the present project were reviewed. Finally, literature relating to the methodology for obtaining consensus in this research project was reviewed.

Characteristics of Community College Students

In attempting to understand contemporary community college students, it is essential to remember the kind of world in which they have been nurtured. The young generation of students now in colleges and universities was born well after World War II. The constant impact upon them of societal conflict as well as rapid societal change has brought them to their present state of development (Cutler, 1966). They have been nurtured in a rapidly changing mobile society, characterized by spectacular technological advancement but modest humanistic advancement (Skaggs, 1967). Add to this young student population-mix an increasing proportion of older students, veterans, blacks, and women, and the community college collage begins to flash into view. To understand this diverse student clientele is in itself an awesome responsibility.

Community college students seem to comprise a cross-section of the general population and, consequently, should not be thought of as a homogenous group (Cross, 1968; Medsker and Tillery, 1971; Monroe, 1972; Roueche, 1972). However, there are some measurable group differences between them and university students (Cross, 1968). For the most part, community college students appear to have a more practical orientation to college and are somewhat less likely to value humanitarian pursuits. They tend to be more controlled and cautious, to lack confidence in themselves, and to be less likely to venture into new fields. They tend to seek more established and certain pathways to the occupational success and financial security that they value so highly. Research evidence suggests (Cross, 1968, and Collins, 1972) that community college students are more authoritarian and less autonomous than senior college students.

Community college students appear to be less sure of their future plans than do four-year college students or non-college students. Although they may not have the confidence nor the initiative nor the knowledge to seek it out, community college students are eager for guidance concerning future planning (Cross, 1968). Collins (1972) sees this as a mandate to take counseling to the student.

Thus, the contemporary community college student needs and welcomes guidance and interaction with knowledgable educational professionals not only in the confines of offices and classrooms but also in the "real world" of the total campus and the larger community on the street where he lives (Cohen, 1969). To explore alternative ways to provide opportunities for such interaction in a holistic approach to the educational process was a goal of this study.

Professional-Decentralized Counseling Approach

A number of new colleges are experimenting with a variety of approaches to academic advising. At Portland, Oregon, responsibility for academic advising is assigned to the faculty, and the concept is so important that even the president acts as an academic advisor to a small group of students. At Illinois Central College, counselors do the academic advising, but faculty members are involved as consultants to counselors and students in areas of the faculty members' expertise. Meramer Community College in St. Louis, Missouri, employs support personnel or para-professionals to provide most of the academic advising function. Harper College in Illinois, Santa Fe Community College in Florida, and El Centro College in Texas, all use professional counselors for the academic advising and program planning function (O'Banion, 1972).

A considerable proportion of the literature reflects preference for professionally trained counselors in decentralized counseling settings serving as academic advisors for their community college clientele. Forest Park Community College in Missouri and William Rainey Harper

College in Illinois are examples of institutions with professional-decentralized counseling services. The rationale for the Forest Park program is stated in this way:

> We hope that by decentralizing our counseling system and by organizing our physical set-up to increase faculty-counselor relationships, we can prevent a schism from developing between counselors and faculty. Locating the counselors throughout the faculty makes them readily available for consultation, both by faculty and by students (O'Banion, 1972, p. 183).

At Harper College, counselors are housed in academic divisions and are assigned students for counseling who enroll in those particular divisions. Vocational guidance is emphasized, and division counselors are rotated on a regular schedule to provide some centralized service in the college center (Harvey, 1967).

A chief proponent for this approach is James Thornton, Jr., (1966, p. 39), who says in his book on the community college, "While faculty members sometimes feel they could very successfully assign students to the proper courses, experience shows that this procedure is usually not effective." This author suggests that unless academic advising is superior, the student is "short-changed" and the economic advantage of attending a community college is soon lost. In this professional-decentralized counseling model, counselors are assigned to a division of the college and specialize in advising majors in that division. The assumption is that as they specialize in the majors in one department, they can also study these particular curricula in the four-year institutions and do a better job of giving the student accurate and current information. The counselor then can work more closely with particular members of the faculty, identify more closely with them, and thereby, hopefully, break down some of the traditional counselor-instructor barriers that often arise and frequently hinder maximum staff effort on behalf of students (Harvey, 1967). In addition to advising the specialized majors, in this professional-decentralized counseling system, each counselor is assigned a group of undecided students, who have not as yet selected a major, as well as a group of developmental students. Again, the assumption is made that by so doing counseling loads will be spread more evenly among all counselors.

Housing the counselors in divisional headquarters near the classrooms and in the student traffic pattern then makes dropping into a counselor's office both easy and natural. It also avoids isolating the counseling function and helps break down the instructor-counselor barriers by putting the counselors in natural daily contact with academic faculty.

The professional-decentralized counseling approach seems to be at least a step in the direction of the single-group concept referred to as "the Moraine Mix" at Moraine Valley Community College in Palos Hills, Illinois (Nelson, 1973). The college facilities at Moraine have been carefully planned to provide for decentralization of services. In this system, the student services personnel are placed in the mainstream of student life on the campus where they daily come in frequent contact with the teaching faculty. Here they have opportunities to develop a team cohesiveness by virtue of small, more personal staff groupings.

Collins (1972) recommends decentralization of counseling services and challenges counselors to leave the barriers of their office clusters and to team up with their faculty colleagues in divisional centers spotted throughout the campus or located wherever the action is. Collins (1972) also suggests that if the counseling function becomes decentralized, in the process it might become the hub of little universes to which the student could attach himself. Since Matson (1955) came to the conclusion that a lack of community feeling was one of the factors distinguishing between those who dropped out of community colleges and those who held on, such decentralization appears to be a desirable alternative both for students and for staff.

Medsker (1960, p. 167) also recommends that "there should be a plan for close coordination between those who perform student personnel services and those who teach so that the curriculum and instructional program are strengthened by information and ideas from those who work closely with students outside the classroom." However, in Berg's opinion (1972), evidently insufficient attention has been given to Medsker's perceptive recommendation.

In summary, review of selected literature relating to the various approaches to community college counseling and advisement seems to indicate preference for a system in which professionally trained counselors function in decentralized counseling settings (Matson, 1955; Medsker, 1960; Thornton, 1966; Harvey, 1967; Collins, 1972; O'Banion, 1972). The literature review further suggests that such an approach facilitates free interaction and communication among counselors, faculty, and students, and thereby enhances instructional effectiveness. In such a decentralized counseling system, counselors go out to the students; they work in concert with the faculty; and they work with all kinds of students, rather than only with those who have "personal" problems. Thus, counselors actively participate in the larger community in which they live.

Institutional Organizational Models

In community colleges, most organizational experimentation is taking place in the area of decentralized counseling services. If the student services program is to have major impact on institutions, counselors must leave the comfort and isolation of the counseling center. The student services program must move into the mainstream of the college - into the curriculum, into the instructional process, into the decision-making processes, and into the community (O'Banion, 1972).

Collins (1972) reminds student services practitioners that one of the best ways to establish a "we" feeling is for "us" to do some significant things together. Student services practitioners must somehow establish and/or maintain significant relationships within the total academic community, with academic faculty and other administrators as well as with students, if they are to promote professional development.

Yet in this century, persons with diverse orientations on campus have tended to separate rather than to unite (Brunson, 1967). Blocker and Richardson (1968) observe that the greater the social distance between academic faculty and guidance personnel, the greater the possibility of dimming and distorting of perceptions of roles, programs, and professional qualifications of each by the other. They admonish educators in the two-year college not to draw an unnatural distinction between those who teach and those who provide counsel and guidance. Blocker and Richardson recommend establishment of a single organization which would provide a mutually advantageous relationship for both instruction and student services, but they expect to encounter attitudinal resistance among community college educators to this needed revision in administrative structure and function.

In another report, Richardson and Blocker (1968) emphasize the importance of guidance and counseling in the two-year college, while at the same time identifying the changing conditions in such institutions that have rendered existing organizational patterns largely obsolete.

They believe that "the counseling center approach in the two-year college represents an inappropriate use of student personnel resources and with increased enrollment leads inevitably to the isolation of teaching faculty from the student personnel program" (p. 130). They propose a tri-level organization which would recognize the existence of three distinct, although somewhat overlapping, levels of service within the educational institution. In this model, the first level of service would be performed by academic faculty (educational advising, and sponsorship of student activities), the second level by professional counselors (educational counseling, vocational and social counseling, referral service to counseling specialists), and the third level by specialized personnel who might or might not have counseling backgrounds (admissions, registration and records; diagnostic testing, psychotherapy, occupational information, vocational and educational counseling, health services; placement and financial aids; student activities, and administration of program). Richardson and Blocker (1968) believe that "the physical and administrative relocation of second level services with their logically concommitant first level services would have a number of significant advantages" (p. 130). Some of these advantages would include improved communication among all levels of service, recognition and utilization of academic faculty in the counseling and advisement process, more effective utilization of counselors through assignment of specialized personnel to central core services, and an improved referral system. Again, these authors anticipate that problems engendered by such a proposed reorganization would be primarily attitudinal and that counselors would need reassurance from those who teach.

Blocker, Plummer, and Richardson (1965) support the need for concentrating all nonacademic and nonbusiness functions within the sphere of student services and under the direction of a single administrator. At the same time, though, these researchers state:

> The disassociation of the instructional program from the student-personnel services constitutes a serious problem which operates to the detriment of both areas. Academic personnel may view the student-personnel program as an unnecessary bureaucratic adjunct to the college, lacking academic respectability and interfering with the basic purposes of the educational process (pp. 245-246).

Blocker, Plummer, and Richardson (1965) concur with Robinson (1960) in the belief that the ideal relationship between teaching faculty and student services practitioners can only be accomplished by a merger of thought and action on the operational level, facilitating cooperative action and improved support for both facets of student needs. They see this merger being achieved if instructional and student services are united in the roles of both instructor and guidance counselor. Accordingly, they suggest that all counselors teach a class and that some instructional personnel be assigned responsibilities for academic advisement.

However, Berg (1972) states that experience unfortunately does not seem to indicate that such a solution either has produced or will produce this desired result. He believes that counselors will gain acceptance by academic faculty only when they are able to demonstrate that they are human development specialists who have much to contribute to the educational process. If counselors are to establish themselves as human development facilitators, they will have to demonstrate to academicians that cooperative efforts which unify the cognitive and affective aspects of the educational program are actually possible and, in fact, desirable and essential. Berg (1972, p. 142) suggests then that the first priority for counselors is "to break their monastic vows, leave the cloister, and begin to associate with instructors in the real world of the academic environment." He further suggests that the second priority for counselors is "to infiltrate the academic structure of the community college," which can be facilitated by one-to-one relationships between counselors and instructors. Berg visualizes some system of decentralized counseling as the ideal vehicle for accomplishing these two priorities.

Medsker (1965) also underscores the importance of the relationship of the student personnel worker to the instructional program when he remarks that " . . . counselors and others may find themselves the gatherers, interpreters, and evaluators of student characteristics data for the entire college staff, both in advising and otherwise working with faculty and staff in curriculum development and revision and in overall planning" (p. 22).

Perhaps the extant dichotomy between academic services and student services is yet another specific expression of the general tendency of higher educational institutions to set themselves apart from the larger communities they serve. President William Birenbaum (1969) of New York's Staten Island Community College has stated that "the entire campus is wrapped in the principle of separateness and detachment - a principle designed to impress upon those subject to it an appreciation of their differentness, and upon the public beyond a respect for the alleged objectivity, neutrality, and elite quality of the academic community" (p. 37). Perhaps then a central goal of education professionals should be to assure the breaking down of unnatural separation between the total education institutional hierarchy and the broad clientele they are designed to serve in their particular geographic and service areas.

Koehnline and Blocker (1970), in an article espousing a flexible division organization as the key to efficiency and success in the community college administrative structure, express a strong bias against making any unnecessary overt split between "any pairs of related 'opposites' which can become the focus of exclusive and mutually hostile groupings within the faculty and related professional staff" (p. 10). These authors believe that the only effective way to prevent destructive competition is to prevent the development of these mutually exclusive groupings and thus avoid polarization. They particularly emphasize the importance of attempting to eliminate the destructive dichotomy between teaching faculty and counseling faculty, as well as that between day and evening faculty, between full-time and part-time faculty, and between university parallel and occupational portions of the curriculum. Koehnline and Blocker (1970) see the division chairman as responsible for two major groups of responsibilities: first, for faculty, for programs and courses, and for the actual teaching process within the division; and second, for a cooperative relationship with the dean of students and his staff wherein he shares in the supervision of counselors assigned to his division. Thus, the division chairman in this model participates directly in the teaching process and also participates directly in counseling, working both with students and other advisors in helping resolve individual problems.

At Moraine Valley Community College in Palos Hills, Illinois, the "Moraine Mix" espouses ideas including the following central concept: Each employee is recognized for his expertise in his performance area and is encouraged to share his knowledge and skills with those in the various divisions of the college, for no person can fulfill all the requirements of his job without the help of others (Nelson, 1973). Thus, Moraine College is designed and managed to facilitate free communication and group decisions, and instructional effectiveness is enhanced by interaction among all staff members and students. In fact, Moraine's single-group concept goes so far as to stipulate that job distinctions are not considered unless doing so helps in the deliberations of the group or assists in accomplishing the task. After sharing ideas, the groups generally try to reach decisions by consensus. At Moraine, then, the organization of administration is a plan for utilizing the total personnel resources of the institution in such a way as to secure their responsible participation and cooperation in decision-making. In such a system, divisional aims clearly are subordinate to institutional goals.

Richardson (1970) believes that community colleges need new directions in administration and new concepts of authority. It is his contention that the most common pattern of community college administrative organization is of a line and staff nature and emphasizes unity of command. He accepts this as an admirable organization for achieving coordination but as the worst possible type of organization for solving problems. This type of organization is seen by Richardson as fostering the development of schisms in a number of areas, including the academic staff and the counseling staff. Richardson believes that two fundamental aspects of this traditional form of organization are responsible for the development of this undesirable schism: the concept of unity of command and the concept of span of control.

> The implicit assumption that instruction is the major function of a two-year college as opposed to education of the total student is a direct result of the concept of unity of command applied to the

> educational enterprise whereby the faculty member through his line relationship to the dean of instruction must always assume that the demands of instruction are more important than the requirements of student personnel services or the requirements of the business office. The frustration of other specialists whose work may have equal importance for education of students but who are not in the line of command is both predictable and evident in the development of the self-contained structures in many of our colleges today (Richardson, 1970, p. 20).

Richardson (1970) also states that if we accept the premise that problem-solving is the primary function of the administrative organization, then limiting the span of control to improve coordination defeats the primary purpose of the total organization. He proposes a modification of the functional approach as an experimental approach to the administration of two-year colleges, since he believes that their educational programs, including all services rendered by the professional staff, require only a minimum level of coordination.

In this same experimental and innovative vein, Alvin Toffler (1970) suggests "councils of the future" in educational institutions to make sure that all curricular decisions are justified in terms of the future, rather than the past. And John Gardner (1963) emphasizes the need for renewal both within individuals and within institutions when he observes that:

> When organizations and societies are young, they are flexible, fluid, and not yet paralyzed by rigid specialization and willing to try anything once. As the organization or society ages, vitality diminishes, flexibility gives way to rigidity, creativity fades, and there is a loss of capacity to meet challenges from unexpected directions . . . . In the ever-renewing society (or organization), what matures is a system or framework within which continuous innovation, renewal, and rebirth can occur (pp. 3, 5).

According to Gardner (1963), if an organization is to develop continuous self-renewal capabilities, it must have an effective program for recruitment and individual development, recognizing that people are the ultimate source of renewal. It must also have built-in provisions for self-criticism which depend on an openness of communication channels. Finally, and in agreement with Toffler's (1970) councils of the future plan, the organization must be interested in what it can become rather than what it has been.

Parker (1971) believes that higher education must develop structures designed to promote institutional self-renewal. He is not overly concerned as to whether this becomes the new identity for student services, is contained within the framework of student services, or is part of the larger system of the college. He does believe, however, that many psychologists and counselors have the needed concepts and skills to assist in such a task and that they, in turn, can prepare others for it. Thus, Parker thinks by drawing from the behavioral sciences, it is possible to conceptualize post-secondary education as a developmental community with available "power factors" to promote desirable changes in students. He sees colleges' efforts to restructure their student services organization to include a student development center as facing two basic limitations by so reorganizing: (a) they rarely can assemble the necessary personnel from the broad range of behavioral sciences to adequately study the college student; and (b) these centers located in the student services area only perpetuate the current schism between academic and counseling staffs. He believes, as does Chandler (1973), that the resulting hostility generated in the academic faculty renders such centers basically ineffective.

Parker (1971) recommends the establishment of a broadly based center that would study the college's efforts to meet the needs of its students and simultaneously offer to the various segments of the college professional consultation on educational programs. He envisions such a center as serving the entire college and including personnel from academic divisions as well as from traditional student services areas. Administratively, such a center for institutional renewal would be under the joint responsibility of the academic vice president and the student affairs vice president and would be instrumental in shaping the learning experiences of students, rather than merely facilitating their transition through college. Such a center would become the hub of educational development on the campus and, as a research-dissemination-consultation unit, would enable informed professional educators to "give away our knowledge of student development," to paraphrase Miller (1969).

Thus, the student services field must contribute to the total organizational development of colleges and not focus exclusively on the development of the individual student if it is to remain a significant force in higher education (Shaffer, 1973). Accordingly, student services personnel can demonstrate their leadership on college campuses through "the conscious involvement of various segments of the academic community in reviewing present policies or establishing new ones" (Shaffer, 1966, p.1) and through striving to promote broad participation in decision-making on matters that concern the entire college community.

In a classic work relating to the faculty in college counseling, Hardee (1959) recommends that students, teaching faculty, administrators, and counselors sit down together to deliberate about the whole student in the whole institution. The goal in such deliberations directed toward the counseling of students is to effect understanding among all college groups, "with individuals working in combination without fear, distrust, contempt, and indifference . . . . The dedication is, and will continue to be, the whole institution for the whole student" (p.40). No substitute of the segmented college existing to serve the fragmented student is acceptable.

Thus, the principles of reciprocal activity, shared concern, mutual respect, responsible participation, communication, and cooperation need to be implemented in our colleges if professional educators are to achieve understanding and unity of purpose (Brunson, 1959). It is the responsibility of student services practitioners to establish and maintain significant relationships within the total academic community, with academic faculty and other administrators as well as with students and members of the larger community, if they are to promote significant professional and organizational development.

Related Community College Studies

In reviewing selected literature, it became apparent that more research is needed to define community college instructional and student development programs to provide a process education to prepare students to survive in an undefined future. Concomittantly, as the focus in education is shifting from teaching to learning, more community college research is needed to identify and solve the problems that are limiting optimum cooperative interaction between teaching faculty and counselors as they share the responsibility to serve students holistically. The theoretical base for study is well supported in the literature, but, unfortunately, few related community college studies have been undertaken and reported in the literature.

The great majority of delegates at a recent research development conference recognized the need for a close working relationship between managers of community college instructional and student services programs (April, 1964). In a recent California study (1968), Dr. Jane Matson directed a task force which identified desirable essential elements of a student services program. Three of those elements clearly indicate that Matson and the task force obviously were concerned about the relationship between instructors and student services practitioners.

In a report to the Carnegie Commission by the National Committee for Appraisal and Development of Junior College Student Personnel Programs, Hoyt (1965) stated that the conference participants were agreed that ". . . isolated efforts by faculty and student personnel workers were much less potent than consciously integrated approaches (but) . . . concern was expressed that the mutual acceptance and respect which underlies such cooperation was too often lacking" (p. 7). Hoyt (1965) concluded that research was needed to investigate what personal and situational variables are associated with faculty acceptance of student services workers, which he perceives as the central problem that must be resolved if these two groups of educational professionals are to work cooperatively to facilitate whole student development.

Thus, student services practitioners face a difficult problem. They must earn the confidence, acceptance, and support of instructors. At the same time, they must clearly indicate in what ways they can be of assistance in the educational process. The immediate task of student services workers, then, is not to continue their efforts to bolster the organizational integrity and independence of the services they perform within the framework of the operational goals of the community college. Rather, their task is to work toward the institutionalization of the broader goals of the community college, which are concerned with the education of the whole student (Berg, 1972).

At the present time, Richard B. Schinoff, graduate student at the Florida State University, is conducting a dissertation research project entitled "A Study of the Perceptions of the Chief Student Personnel Administrators and the Chief Academic Affairs Administrators of Existent and Desired Involvement of Student Personnel Professionals in Selected Aspects of the Academic Affairs of the Community Colleges of Florida." This study was developed jointly with representatives of the Division of Community Colleges, and the results of the study are expected to be helpful to the Community College Councils of Academic Affairs and Student Affairs in their efforts to increase the effectiveness of services to students on the individual campuses in the State of Florida.

LaPrad and Bonner (1971), in a recent study dealing with innovation in guidance at St. Johns River Junior College in Florida, sought volunteers from the faculty to join counselors in an experimental program to improve interaction between them to facilitate academic and career guidance and whole student development. The investigators set up a number of criteria for selecting the faculty volunteers. These criteria included: expressed interest in the experimental program; familiarity with existing college policies, procedures, and practices; genuine interest in students; and prior course work in guidance and counseling. An in-service training program was then designed to focus on the shared responsibility of instructional and student services personnel in meeting the needs of the diverse community college clientele and on the importance of the developmental aspects of learning as a life-long endeavor. LaPrad and Bonner (1971) report that the faculty-counselor interaction resulting from this staff development program not only led to greater understanding between the counseling department and the academic departments but also appeared to improve the overall acceptance of the counseling department by the other college divisions. In addition, year-end evaluation of the primary vehicle designed for the experimental program, a one hour individual discovery type course to be required of all freshmen, revealed satisfaction on the bahalf of the participating students. Thus, it would appear that this experimental program focusing on the importance of maximizing cooperative interaction among educational professionals on behalf of students resulted in organizational development as well as student development.

The final portion of the review of selected literature relates to the methodology for obtaining consensus in the study, the Delphi and the action team, and why these particular methods were selected.

Methodology for Obtaining Consensus

Traditionally, consensus has been achieved through the method of open discussion among concerned individuals. Thus, several experts might pool their knowledge in round-table discussion, after attempting to eliminate differences of opinion in debate, and might then arrive at one generally agreeable group consensus opinion. Unfortunately, however, this procedure often unduly reflects the views of the most respected member of the group or of the most persuasive member. An alternative approach to round-table discussion is another consensus procedure called the Delphi technique which:

> . . . eliminates committee activity altogether, thus . . . reducing the influence of certain psychological factors, such as specious persuasion, the unwillingness to abandon publicly expressed opinion, and the bandwagon effect of majority opinion. The technique replaces direct debate by a carefully designed program of sequential individual interrogations (best conducted by questionnaire) interspersed with information and opinion feedback derived by computed consensus from the earlier parts of the program. Some of the

> questions directed to the respondents may, for instance, inquire into the "reasons" for previously expressed opinions, and a collection of such reasons may then be presented to each respondent in the group, together with an invitation to reconsider and possibly revise his reasons, and subsequent feedback of the reasons adduced by others may serve to stimulate the experts into taking into due account considerations they might through inadvertence have neglected, and to give due weight to factors they were inclined to dismiss as unimportant on first thought (Helmer and Rescher, 1959, p. 47).

Thus, there are various ways to arrive at consensus, and, certainly, there is no one universally "best" method. It does seem clear, though, that action is not likely to occur on significant issues in the absence of a degree of consensus on those issues. Then, when a degree of consensus has developed within a group that a problem exists and that there are preferred ways of solving this problem, the action steps of change are set in motion. For this reason, a modified Delphi technique was selected as a fundamental tool in the research for this study, rather than other methodologies for obtaining consensus, because obtaining interaction (Judd, 1972) of all the target population was essential to structure for commitment to positive organizational change.

Since many important recommendations and decisions in a community college are the result of group action of panels of experts, an action team, or task force, approach was also employed in this study. This approach to arriving at "expert" consensus, along with target population consensus, was designed to provide input into the decision-making process from experts qualified to assist in congealing concerns into issues, and issues into action, thus resulting in policy outcomes. Involvement of such a panel of experts in arriving at consensus on problem identification and analysis, followed by proposals for implementation of action, assures these experts a stake in the outcome of the organizational development effort.

Thus, methodology for obtaining consensus within a cross-campus panel of experts and within a total target population in a multi-campus community college are of primary concern in a study designed to achieve organizational development and to assure commitment to the continuing action steps of positive change.

Review of selected literature relating to these methods employed to obtain consensus in this study follow.

The Delphi Technique

Mathematician-philosopher Dr. Olaf Helmer (1959) developed an approach to aid in making decisions where exact knowledge is not available. This technique uses a carefully designed program of sequential individual interrogations and is referred to as the Delphi, a name proposed by philosopher Abraham Kaplan. Rasp (1973) describes the Delphi as"a technique for collecting judgments that attempts to overcome the weaknesses implicit in relying on a single expert, a one-shot group average, or round-table discussion" (p. 29). The Delphi technique is characterized by

> . . . anonymity of response, multiple iterations, convergence of the distribution of answers, and a statistical group response (mode, median, mean) preserving intact a distribution that still may remain wide (Judd, 1972, p. 35).

The first references to the Delphi technique or to its use in the context of higher education were reported in Marvin Adelson's article in American Behavioral Scientist (March, 1967) and in Werner Hirsch's book, Inventing Education for the Future (1967). In a Management Science article, Olaf Helmer and Nicholas Rescher (1959, p. 47) presented the classic definition of the Delphi technique as ". . . a carefully designed program of sequential individual interrogations (best conducted by questionnaires) interspersed with information and opinion feedback . . . ."

The Delphi is a consensus gathering procedure developed in the fifties by researchers at the Rand Corporation of Santa Monica, California. In education, the Delphi began as a hypothetical approach to educational forecasting (the exploratory Delphi) and is now gaining momentum as a workable consensus gathering technique (the normative Delphi). According to Judd (1972), since its inception:

> At least five major uses of the Delphi procedure have emerged in higher education: cost-effectiveness; cost-benefit analysis, curriculum and campus planning; college, university-wide and state-wide goals and objectives; consensus on rating scales, values and other evaluation elements; and generalized educational goals and objectives for the future (p. 35).

The Delphi technique was used originally with groups of fifty or fewer respondents to gain consensus (Cyphert and Gant, 1971). An attempt to reduce the negative effects and the problems connected with group communication (Pascal and Roid, 1974) led to further development of the technique. Early applications of the Delphi were concerned primarily with military defense systems (Rasp, 1973).

The Delphi can be viewed as

> . . . a series of individual conferences conducted in writing and having three main characteristics: 1) each participant contributes at each step of the questionnaire process before seeing the input of other participants for that step; 2) while the individual knows his own responses throughout the process, inputs of others remain anonymous; 3) input gained at one step of the process is shared as part of the next step (Rasp, 1973, pp. 29-30).

The goal of the Delphi technique is "to collect judgments and to establish consensus about future probabilities in terms of such variables as time, quantity, and/or the desirability of some future state"(Rasp, 1973, p. 30). The usual Delphi procedure involves four questionnaires. The first questionnaire asks each respondent to provide some initial input on the topic under investigation. The second questionnaire consists of items developed from the first found responses and requests individual judgments in the form of priority ratings on each item. The third questionnaire provides the respondent with an average of second round responses to each item, usually in the form of a median or mode. The respondent is asked to reconsider his own second round response in light of this information and either to move to the group opinion or state why he retains his minority position. The fourth questionnaire is an additional summary of consensus data and minority opinions and is a final response revision request. This fourth round was omitted in the proposed study because consensus positions usually are derived after the third questionnaire (Judd, 1972).

The Delphi is a valuable consensus gathering tool, although the technique does have limitations. Foremost among these limitations is the fact that the procedure is supported by assumptions rather than by research findings, and much of the information concerning the technique has not been validated statistically. However, even in view of these limitations, the Delphi has strength and utility. It collects and organizes judgments in a systematic way. It gains input. It establishes priorities. It builds consensus and organizes dissent. In short, it cannot be overlooked as a useful and reliable consensus gathering tool to facilitate decision-making (Rasp, 1973). The Delphi procedure can also serve as a learning device or as a device to develop capacity for "futures" thinking (Judd, 1972).

The Action Team

In an educational institution, many important recommendations and decisions are a result of group action. The action team, or task force, approach has been found to be especially effective in providing educational professionals an opportunity and a process to participate productively within the system. Thus, an interaction panel, or an action team, can participate in an on-going group process of problem identification, definition, and analysis and can move out into the system to act as a catalyst in creating awareness of a problem situation within the target population.

Hall (1971) points out that awareness precedes choice, and choice should precede change. Thus, the condition of awareness becomes a major objective to learning in general and to organizational development in particular. Awareness, butressed by feelings of commitment and responsibility, leads to the action steps of change and to enlightened decision-making among choices. An action team, then, can be instrumental in creating in the educational constituency an awareness of the need for change and a method to facilitate such change in the educational process. Creation of awareness, then, constitutes the initial step toward positive change and organizational development.

The concept of awareness, either personal or collective, is based primarily in the work of George A. Kelly (1955) on the psychology of personal constructs. According to Kelly, underlying, structuring, and controlling most behavior is the manner in which individuals, groups, and cultures construe the world and make predictions concerning it. The task of change, or in Kelly's terms that of reconstruction, may be seen as one of creating new constructs or kinds of awarenesses which will yield new ways of interpreting and responding to existing data. Since organizations are composed of and reflect the contributions, idiosyncracies, capabilities and intentions of their various members, the key to organizational development would seem to lie with individual development, awareness or reconstruction might be described as creating conditions for contemplating the possible.

Lewin (1948 and 1958) also illustrated that learners learn best and become more committed to learning under conditions of learner participation. Thus, the dynamic that is activated by a group discussion or group problem solving experience is that of ego-involvement. This means that the self of the learner is involved and that he has a stake in the outcome. Accordingly, if the actual change process in an action project is to be effective and in a positive direction, it must be carried out with full understanding and commitment of all involved.

This change process is further complicated by organizational largeness, which is a characteristic of many educational systems. The larger, more complex the organization, the greater the need to devise new approaches to manage change (Kite, 1973). Contemporary educators are confronted with a multitude of persistent problems and a broad spectrum of suggested remedies. Somehow though, the efforts of educators to match the appropriate remedy with a particular problem have not been overly successful and in some instances "have generated a series of circumstances leading to even larger problems" (Kite, 1973, p. 25). Thus, educational problems of all varieties remain largely unresolved.

A management technique that can aid educational planners in dealing more effectively with their increasing responsibilities is a continuity matrix. "A Continuity Matrix is a graphic picture illustrating a functional linkage among problem analysis, causal definition, solution approaches, and program activity" (Kite, 1973, p. 25). The technique of visually illustrating functional relationships among program variables enables educational planners to improve the possibility of correctly matching a solution to a problem.

Kite (1973) believes that adding the ability to construct continuity matrix to techniques such as flowcharting, PERT, and decision tables will improve the capability of educational planners to direct, control, and coordinate complex college organizations.

SUMMARY AND STATEMENT OF RESEARCH QUESTIONS

In summary, the literature review shows that community college students represent a cross-section of the country's population (Cross, 1968; Medsker and Tillery, 1971; Monroe, 1972; Roueche, 1972) and that they are eager for guidance concerning present and future planning (Cross, 1968; Collins, 1972). The literature also shows that contemporary educational professionals seem to prefer a professional-decentralized counseling approach, which facilitates free interaction and communication among counselors, faculty, administrators, and students, and which thereby enhances instructional effectiveness (Medsker, 1960; Thornton, 1966; Harvey, 1967; Berg, 1972; Collins, 1972; O'Banion, 1972). This professional-decentralized counseling approach actively encourages visualizing the entire campus and the larger community as learning laboratories and fosters practical interaction with the "real world" (Cohen, 1969).

If professional educators are to achieve unity of purpose, colleges must implement the principles of reciprocal activity, shared concern, mutual respect, responsible participation, communication, and cooperation (Brunson, 1959; Hardee, 1959; Blocker and Richardson, 1968; Parker, 1971; Berg, 1972; O'Banion, 1972). Review of selected related literature also suggests that it is the responsibility of student services practitioners, as social scientists and behavioral specialists, to establish and maintain meaningful relationships within the total academic community, if significant professional and organizational development is to occur (Shaffer, 1966; Berg, 1972; Collins, 1972; Shaffer, 1973).

Review of selected literature relating to the methodology for obtaining consensus shows that the traditional method for achieving consensus has been through open discussion among individuals who then arrive at an agreed-upon group position, which is usually a compromise between divergent views often derived under undue influence of psychological factors (Cyphert and Gant, 1970; Judd, 1972). The Delphi technique, on the other hand, attempts to overcome those factors by not bringing the participants together into one place and by not reporting individual opinions (Helmer and Rescher, 1959; Helmer, 1967; Hirsch, 1967; Cyphert and Gant, 1970; Judd, 1972; Rasp, 1973; Pascal and Roid, 1974).

Finally, the literature review emphasizes the importance of the concept of awareness in effecting positive change (Kelly, 1955; Hall, 1971), and the importance of involving all the target population in the action process to assure full understanding and commitment to the continuing action steps of change (Lewin, 1948 and 1958). The continuity matrix, used in conjunction with other management techniques, improves the capability of educational planners to direct, control, and coordinate complex college organizations and, thereby, to more effectively manage change (Kite, 1973).

Thus, the literature review suggests that counselor-educators and instructor-educators must share the responsibility to assist community college students in identifying and solving problems and reassessing themselves in the light of their new understandings (Blocker and Richardson, 1968). The review shows, however, that unfortunately, a serious schism between counseling and instructional staffs exists in many community colleges (Kimball, 1960; Blocker and Richardson, 1968). Koehline and Blocker (1970) warn against making any unnecessary overt split between "any pairs of related 'opposites' which can become the focus of exclusive and mutually hostile groupings within the faculty and related professional staff" (p. 10). These authors particularly emphasize the importance of attempting to eliminate the destructive dichotomy between teaching faculty and counseling faculty.

The review suggests that artificial separations between counselors and academic faculty in a multi-campus community college be broken down through a cross-campus action program designed to: 1) secure total involvement of both groups; and 2) focus attention on the commonality of their perceptions and goals. Therefore, this study focuses on:

1. Devising and implementing an action program and process to develop in a target population within a community college an awareness of the need to change to break down artificial separation between counselors and academic faculty and to focus attention on the commonality of their perceptions and goals. This focus suggests the following questions:
    a. What are the components and characteristics of this group interaction process?
    b. Why are each of these components and characteristics included in the process?
    c. What provisions were made to involve all of the target population, counselors and faculty, in this process?
    d. In what stages of the process were the target population involved?

2. Exploring the levels and dimensions of consensus reached in a total target population and in two sub-groups (academic faculty and counseling faculty). This focus suggests the following questions:
    a. What level of consensus is reached in the total target population after participating in the Delphi probe?
    b. What level of consensus is reached in the two sub-groups?
    c. On what dimensions do the two sub-groups show commonality?
    d. On what dimensions do the two sub-groups differ?
    e. Does there appear to be a "student services perspective" that differed significantly from an "academic perspective"?
    f. If so, on what dimensions do these two perspectives differ?
3. In addition, as a result of Focuses 1 and 2, developing an implementation plan at the conclusion of this study to prepare the way for change. This additional focus suggests the following questions:
    a. Will the condition of awareness exist in the target population so that the implementation plan will be received in a climate characterized by mutual respect, shared concern, and open communication?
    b. Through the action process, will the principles of reciprocal activity and responsible participation be implemented to achieve organizational development?
    c. Finally, and most importantly, will the condition of awareness in the target population and the action team be reinforced by feelings of commitment and responsibility that will lead to continuing action steps toward positive change and enlightened decision-making?

Focus 3 relates to long-range objectives that cannot be fully achieved within the scope of the proposed study. However, the very framing of these research questions will serve to heighten the probability of their being perceived as both reachable and desirable individual and organizational goals.

Chapter 3

PROCEDURES

OVERALL DESIGN

A cross-campus action team including counselors, academic faculty, administrators, an educational planning analyst, the director of student community services, and a student were involved in an ongoing group process of problem identification, definition, and analysis. The members of this cross-campus action team were selected on the basis of their interest in the problem and their ability and willingness to work harmoniously and creatively in a group toward seeking solutions to the problem. Other criteria used in their selection included experience within the system and representativeness of a cross-section of S.P.J.C. clientele.

Following problem identification, definition, and analysis, the cross-campus action team then moved out to get full interaction with the target population, all full-time faculty and all counselors on both campuses of S.P.J.C. The action team used a modified Delphi procedure to gather consensus on two dimensions, the perceived causes of the identified problem and the suggested solutions to this problem. The study explores: (1) the level of consensus reached within the total target population (all faculty and all counselors), and within the two subgroups, counselors and faculty; and (2) dimensions on which consensus was reached within the total target population, and within the two sub-groups. The significance of observed differences also is examined.

The method of presenting the data gathered in rounds one and two of the Delphi probe, the first and second Delphi questionnaires, is an adaptation of the method used by Little (1974), with the substitution of problem and solution statements for community service program goals.

As the data were analyzed, additional questions were explored. They are: (1) Do the results of this study suggest that there is a "student services perspective" that differs significantly from an "academic perspective"? (2) If so, on what dimensions do these two perspectives differ? (3) How may these differences, if they exist, be reconciled? This information then was utilized to develop an implementation plan to synthesize services in a holistic approach to the teaching-learning process.

A long-range expected outcome of the study is that the target population will come to perceive the learning environment as a total environment of the student, and counseling and instruction as cooperative efforts which support the student in this environment. Student development then may be seen as a total institutional goal rather than a fragmented departmental responsibility.

METHODOLOGY

A. Action Team

The investigator utilized the group process in the study's action plan. A cross-campus action team of ten persons was appointed to form the nucleus of the action program. Included on the action team were a counselor from each of the two campuses of S.P.J.C., an instructor from each campus, an administrator from each campus, a member of the central staff educational planning and research department, the director of student community services, and a student.

1. Criteria for selecting the cross-campus action team members included:
    a. Interest in the problem;
    b. Willingness to work toward a solution to the problem;
    c. Ability to work harmoniously in a group;
    d. Creativity;
    e. Experience with the system (i.e., at least three years in the system, student member excepted); and
    f. Representativeness of a cross-section of college clientele.
2. Long-range objectives, beyond the scope of this study, which the cross-campus action team hopes to achieve through this action program are:
    a. To arrive at a point where there was among all counselors and all academic faculty on both campuses a consensus awareness of the problem regarding:
        (1) The artificial separation and "distance existing between counselors and academic faculty;
        (2) The harmfulness of this unnatural distinction between two types of educational professionals;
        (3) The need to remove the barrier and to open up communication between these two target groups; and
        (4) The importance of spreading consensus awareness back to the total target population from the action team.
    b. To arrive at a point where there was among all counselors and all academic faculty on both campuses a consensus

awareness of probable causes of the problem;

c. To arrive at a point where there was among all counselors and academic faculty on both campuses a consensus awareness of preferred solutions to the problem:

   (1) Of eliminating the artificial separation between these two target groups; and

   (2) Of dealing together with the whole student in the educational process in a climate of cooperation and trust supportive of his growth and development as a whole human being.

Perhaps a simplistic statement of the thrust of the study might be: "We are both (counselors and faculty) involved in doing basically the same things - facilitating student growth and development - now how can we cooperate together to do it?"

3. Tasks the action team planned to accomplish included:

   a. Participation in an on-going group process of problem identification, definition, and analysis;

   b. Development of a continuity problem analysis matrix from which the content of round one of the Delphi probe, the first Delphi questionnaire, was generated and disseminated to the target population;

   c. Completion of the third and final round of the Delphi probe;

   d. Identification of activities to reduce or eliminate the prioritized causes of the problem;

   e. Participation in group modeling procedure to develop a proposed plan to implement prioritized solutions to the problem;

   f. Dissemination of the implementation plan for solving the organizational problem to the target population and to all clientele groups in the system;

g. Continuation of functioning after completion of the proposed study, serving as a catalyst and a model action process and program through which positive organizational change and enlightened decision-making is facilitated.

4. The action plan of the proposed study was:

   a. To develop appropriate criteria for selection of cross-campus action team;

   b. To appoint this action team;

   c. To involve the action team in an on-going group process of problem identification, definition, and analysis. A continuity problem analysis matrix was devised to illustrate:

      (1) The problem as conceptualized by this action team;

      (2) A series of probable causes of the problem as isolated by the action team:

      Causes within the individual;
      Causes within the organization;
      Causes within society.

      (3) Possible solutions which treat one or more of the causes as outlined by the action team:

      To improve organizational practices;
      To improve individual conditions;
      To improve impact of organization on society.

   d. Then to have the cross-campus action team move out to get full interaction with the target population, all counselors and all full-time faculty on both campuses of S.P.J.C.

using a modified Delphi technique to obtain consensus on action team outputs, the items of the first round of the Delphi, reworded for clarity by a group of selected college clientele. These Delphi items include:

(1) A list of perceived causes of the problem;

(2) A list of suggested solutions to the problem.

The area in which the action team identified statements or items of the Delphi was limited to those aspects of counseling which involve continuing student-counselor-faculty interaction.

B. Target Population

The target population included all counselors (21) and all full-time academic faculty (317) on the St. Petersburg and Clearwater campuses of S.P.J.C.

1. Two campus deans of student services and two associate deans were included in the counselor target group, since their responsibilities include counseling as well as administration. The directors of student community services and of special services were included also, since they are actively involved in counseling.
2. Similarly, two campus deans of instruction were included in the faculty target group.

C. Modified Delphi Procedure

1. Instructions to participants:

The investigator devised and disseminated to the target population, all counselors and all full-time instuctors on both campuses of S.P.J.C., a letter describing the Delphi technique, explaining how it works and that the Delphi is a consensus gathering technique conducted by means of rounds of questionnaires. (See Appendix A.)

   a. Round one is used to establish bounds.

   b. Successive rounds are used for convergence of opinion wherein each respondent may change his opinion after learning how others responded in previous rounds.

2. Round one of Delphi to target population

   a. The target population was asked to assess each of the listed causes of the problem as to its relative importance on a five-point scale of ascending importance. (See Appendix B.)

   b. The target population was asked to assess each of the listed solution approaches as to its perceived effectiveness.

   c. They were invited to list any additional causes or solution approaches that they considered important.

3. Round two of Delphi to target population

   The investigator summarized the results of the first Delphi questionnaire by computing the mean and the mode for each causal and solution statement and then developed the second Delphi questionnaire for distribution to the target population. (See Appendix C.)

   a. Causes identified in round one were listed in the same order in round two.

   b. Solutions were listed in that same order.

   c. Mode scores were listed for each causal and solution statement.

   In order to arrive at group consensus, the target population then was asked to reassess, on a five-point scale, the relative effectiveness of the solution approaches, in light of the summary data of round one. If a participant felt that he could not revise his original minority position, he was asked to defend it. The investigator then prioritized the causes and solutions a second time via mean and mode scores of each item.

4. Final round of Delphi to action team

The cross-campus action team itself completed the third round of the Delphi exercise to arrive at final consensus as to the most important causes and the prioritized solutions to the identified problem. (See Tables 24 and 25.)

D. Development of Proposed Plan to Implement Prioritized Solutions

The action team:

1. Identified activities to reduce or eliminate the prioritized causes of the problem;
2. Employed group modeling procedure to arrive at a proposed plan to implement the prioritized solutions; and
3. Developed an implementation plan to synthesize counseling services and instructional services in a holistic approach to the educational process which included: timing - PERT chart; responsibility stipulation; activities outline; people involvement; and dissemination of the implementation plan for solving the organizational problem to the target population and to all clientele groups of the system.

PERMISSION FOR THE STUDY

Although permission to conduct the study was not required, the researcher actively sought the advice and support of the campus deans of student services and instruction as well as the central staff deans of student affairs and academic affairs. Finally, the president was consulted, and his interest in the project and the attendant program for organizational development was heartening. (See Appendix D.) Various members of the student body also were consulted in the planning stage of the project. Academic department chairmen were included early in the development of the project and were kept informed periodically about its progress. The researcher asked and was granted the opportunity to appear at several departmental staff meetings in order to personally acquaint faculty members with the project. The same strategy was employed with counselors, when the investigator discussed the action plan of the project in student services staff meetings.

At all times during the conceptualization of the research project, and later, when the plan was operationalized, the investigator received wholehearted support from the office of institutional planning and research. As the research project moved forward, the investigator received assistance from data systems, within the limits imposed by the ongoing needs of a busy organization moving swiftly toward a systems approach to management.

To the credit of the educational professionals selected for the cross-campus interaction panel, i.e., the action team consisting of counselors, instructors, administrators, an educational planning analyst, the director of student community services, and a student, not one declined service. This illustrated the professionalism of the S.P.J.C. staff and reinforced expectation of a positive group problem analysis experience in the action program, in the attendant consensus gathering experience, and in development of the implementation plan.

Finally, the encouragement and emotional and intellectual support accorded the researcher by a number of Nova colleagues, by the Nova St. Petersburg cluster coordinator, and by the M.R.P. advisor, were of inestimable value in the planning and execution of this applied research project.

DESCRIPTION OF INSTRUMENTATION

The content of the first round of the Delphi probe was determined by the action team. The area in which the action team identified statements or items of the Delphi was limited to those aspects of counseling which involve continuing student-counselor-faculty interaction.

After the investigator framed the wording of the Delphi statements, the action team reacted to them and reworded them for clarity and accuracy of content. Following this procedure, the Delphi items also were submitted to a group of selected college clientele (students, administrators, counselors, and faculty) who were not members of the action team. This additional procedure was conducted to insure that the wording of the Delphi statements was clear to persons who had not been involved in conceptualizing the identified problem and its probable causes and possible solutions.

An effort was made to keep the number of Delphi items at a minimum, i.e., twenty causal statements and twenty solution statements, since recent research findings suggested that this consideration would increase the number of respondents who would take part in all phases or rounds of the study (Little, 1974).

The following priority rankings were used for each Delphi statement: (5) maximum priority, (4) high priority, (3) medium priority,

(2) low priority, (1) minimum priority. These priority rankings avoided the difficulty that frequently arises for respondents in discriminating between "high" and "extremely high" priority, and their reluctance to give any item a priority of "no importance" (Little, 1974).

In collecting the Delphi data, the responses were coded in order to identify responses from academic faculty and responses from counselors. For purposes of further analysis of data in later studies, the responses also were coded to facilitate identification of the home campus and academic department of each respondent.

In many studies in which the Delphi technique has been employed, consensus was defined as the converging of opinion to a common point. In this study, consensus was defined more broadly as a degree of convergence wherein dissenters agree to positively support the majority opinion, without necessarily relinquishing their minority position.

Since the target population, counselors and faculty, tend to perceive themselves as educational professionals with a degree of expertise, the researcher anticipated that, within the time-frame of this study, they would exhibit less willingness to totally relinquish a formerly held conviction than might persons with less professional expertise. This expectation also was supported in the literature (Peterson, 1971). Consequently, in this study, the goal of the Delphi exercise was to arrive at a sufficient degree of consensus within the target population to enable the two sub-groups to function together with unity of purpose. This, of course, did not preclude the possibility that the total target population might arrive at the ideal condition, convergence of opinion at a common point.

Method of Distribution

The investigator personally delivered a large number of the first questionnaires to the various academic departments. The investigator took the time to discuss the purposes of the study with the various department chairmen, and where possible, to acquaint the departmental secretaries with the study and to request their aid in facilitating questionnaire return. In those instances where personal delivery of the questionnaires was not feasible, the investigator called the department chairmen and/or departmental secretaries to solicit their interest and cooperation. The same distribution procedure was followed with the counselor sub-group. The deans of instruction and student services were personally visited also.

Copies of the first and second Delphi questionnaires also were sent with transmittal memoranda (Appendix D) to the central staff deans and to the president for their information and comment if they desired. All responded either in person or by phone; one followed up his verbally expressed interest by memorandum. The copy of this memorandum from the dean of academic affairs appears in Appendix D. The same general distribution procedure was followed with the second Delphi questionnaire, with the following exceptions. Special effort was made to improve the return from departments where returns were lagging. Support staff were of definite assistance in this effort and went out of their way to encourage instructors in their departments to improve the department's rate of return and support of the study.

Further, the deans of instruction on both campuses responded to the investigator's request for assistance by sending memoranda to their department chairmen asking that they encourage their faculty to cooperate in this study designed to improve cooperative interaction between counselors and academic faculty. These memoranda also appear in Appendix D.

These efforts to improve the percentage of return on the Delphi questionnaires were seen also as important personal contacts between the investigator and the faculty and counselor participants in the study. All such contacts were designed to contribute to creating within the target population an awareness of the issue and of the need for positive change.

RESEARCH QUESTIONS AND STATISTICAL PROCEDURES FOR ANSWERING RESEARCH QUESTIONS

The action program in this study culminated in the development and dissemination of an implementation plan to synthesize counseling and instructional services in a holistic approach to the educational process. The objectives of this phase of the action program could not be fully achieved nor measured within the scope of this study, for actually they are long-range objectives of the implementation plan. Consequently, the major research questions in the study relate to that portion of the action program in which a modified Delphi procedure was employed to focus attention on the commonality, rather than the difference, of the perceptions and goals of the two target groups, counselors and academic faculty. These research questions are:

1. After participating ~~in~~ round one and round two of the Delphi probe, what level of consensus was reached in the total target population, which included all full-time academic faculty and all counselors on both campuses of S.P.J.C.?

2. What level of consensus was reached in the two sub-groups, faculty and counselors, after participating in rounds one and two of the Delphi?

To obtain the answers to research questions 1 and 2, an item analysis was done of the probable causes of and possible solutions to the identified problem. The mode score, or most frequent response, for each item was determined for the total target population and for the two sub-groups for round one and round two of the Delphi probe. These data were illustrated graphically, showing the relative priority of each item or the level of consensus on each item, on each round, on the basis of modal scores.

The arithmetic means of the priority of each causal and solution statement, based on the results of both the first and second Delphi questionnaires, were prepared to two decimal places for the total target population and for each of the two sub-groups. This was done by multiplying the number of responses for each statement in each category (5, 4, 3, 2, 1), adding those five totals, and dividing by the total number of responses to that statement. A nonresponse to a goal statement resulted in the lowering of the divisor (the total number of responses) in the calculation of the mean for that statement and in that nonresponse itself being given no numerical value.

The causal and solution statements were then placed in one of five categories based on the calculated mean score, as follows:

Category	Mean Score
Maximum Priority	4.50 - 5.00
High Priority	3.50 - 4.49
Medium Priority	2.50 - 3.49
Low Priority	1.50 - 2.49
Minimum Priority	0.00 - 1.49

Finally, within each category, the statements were listed in descending order of priority. In cases where the mean scores were the same for one or more items, the item with the highest mode score was given the highest rank. In the few instances where both the mean and the mode scores were identical for one or more items, the item with the highest percentage of responses within the modal response category was given the highest rank.

Because of the nature of the study, the individual rankings of the causal statements from one to twenty was not the important issue; the grouping of certain causes and solutions into categories of perceived importance was of central concern.

Thus, a rank order of causal and solution statements was compiled on the basis of mean scores for each of the two rounds of the Delphi probe for the total target population, as well as for the two sub-groups, faculty and counselors. The level of consensus was considered to be the difference in the means of the two consensus scores on each item for the total target population and for the two sub-groups on rounds one and two of the Delphi probe.

3. On what dimensions did the two sub-groups, faculty and counselors, show commonality, and on what dimensions did they differ, after participating in round one and round two of the Delphi probe?

To obtain the answer to question 3, the rankings of the two sub-groups on the second Delphi questionnaire were compared for similarities and differences in modes and means (Tuckman, 1972). After computing the mean of each item for each of the two sub-groups, the standard deviation was computed (Tuckman, 1972). Then the z test (Mendenhall, 1975) was employed to determine whether the means of the faculty responses on each of the forty items on the second Delphi questionnaire differed significantly from the means of the counselor responses on these items. A two-tailed analysis at the .05 level of significance was done, with the critical value of z being ±1.96. A significant z value was interpreted as indicating that the two sub-groups differed. A non-significant z value was assumed to indicate commonality. As the answer to question 3 was sought, a more specific related question was explored.

4. What was the correlation between the rankings of the faculty sub-group and the counselor sub-group on the causal and solution statements, after participating in rounds one and two of the Delphi probe?

To answer this question, a rank order correlation (Siegel, 1956) was done for the twenty causal statements and the twenty solution statements as they were ranked by each of the two sub-groups on the second Delphi questionnaire. In analyzing these data, high correlation was equated with agreement between the two sub-groups. The coefficient of determination (Roscoe, 1969) was then calculated to determine the amount of agreement between the faculty and counselor sub-groups in the way they ranked the causal and solution statements. The discussion of question 4 was related closely to the more general research question 3.

Research question 3 and its corollary, question 4, suggested the following general query: Did the research findings suggest that there was a "student services perspective" that differed significantly from an "academic perspective," and if so, on what dimensions did these two perspectives differ? The discussion of this general question was in the context of the considerations enumerated earlier on page 16 in Focus 2 of the study.

As the answers to these research questions were sought, the major focus of the study was kept in sight, for it should be noted here that the primary reason for using a modified Delphi procedure in this applied research project was not to analyze the Delphi results per se but to employ the Delphi as a component of a planned action process to achieve within the target population awareness of an issue and a need for change. The Delphi was merely a tool used to gather consensus and to point up awareness. As is usual in a developmental study, the statistical procedures employed were descriptive of the dynamics of the convergence that took place or failed to take place within the timeframe of the study.

SUMMARY OF PRODUCT DEVELOPMENT

The final portion of the study was devoted to the development of an implementation plan to synthesize counseling and instructional services in a holistic approach to the educational process.

After devising and utilizing a group process action program to attempt to break down artificial separation between the two target groups, counselors and academic faculty, attention was focused on the commonality rather than the difference of their perceptions and goals. Objectives of the action program and long-range objectives of the subsequently developed implementation plan were to achieve among counselors and academic faculty a consensus awareness of the identified problem, the probable causes of the problem, and the preferred solutions to the problem. A continuity problem analysis matrix was devised to illustrate this information. The action team then identified activities to reduce or eliminate the most important causes of the problem. The action team also employed group modeling procedure to arrive at a proposed plan to implement the prioritized solutions to the problem and developed an implementation plan to synthesize counseling and instructional services in a holistic approach to the teaching-learning process. This plan included dissemination of the implementation plan for solving the organizational problem to the target population and to all clientele groups of the system.

Achievement of the long-range objectives of the implementation plan cited on page 50, of course, could not be measured within the scope of this study. Continuation and expansion of the study's action process to encompass all student services personnel and all instructional staff is planned. It is anticipated that the cross-campus action team will continue to function and that other similar teams will be developed. Ideally, future efforts toward organizational development will extend this action approach to include all segments of the S.P.J.C. constituency including students, certificated staff, support staff, and members of the larger community. If the actual change process in this project is to be in a positive direction, and effective over a period of time, it must be carried out with full understanding and commitment of all involved. Hopefully then, this study has provided a model process for continuing action steps toward positive change and further organizational development. To that end, the study has developed a proposed implementation plan to synthesize counseling and instructional services in a holistic approach to the educational process, thus illustrating a model product or outcome of this action process.

The timetable used for the completion of the major events of the M.R. P. (Action team, Delphi, and Proposed Implementation Plan) follows:

1. Developed appropriate criteria for selection of action team — Sept. 6

2. Appointed this action team — Sept. 9

3. Involved the action team in an on-going group process of problem identification, definition and analysis — Sept. 11 to Nov. 28

4. Secured from Director of Personnel and Employee Relations an up-to-date list of all full-time faculty and counselors on both campuses of S.P.J.C. — Oct. 4

5. Moved out to get full interaction with the target groups via modified Delphi technique:

    a. Sent cover letter to all members of target population describing Delphi technique and explaining how it works — Dec. 10

    b. Round one:

        (1) Investigator sent list of probable causes to target population for their assessment of the relative importance of causes of the problem and probable effectiveness of solutions — Jan. 13

        (2) Investigator summarized the causes and solutions by item, calculating the mode and mean scores of each — Jan. 27

        (3) Investigator developed second round of questionnaire, listing prioritized causes and solutions with mode scores for each — Feb. 3

    c. Round two:

        (1) Investigator sent second questionnaire to target population asking for reassessment of causes and solutions in light of summary data (Minority opinions to be defended) — Feb. 14

        (2) Investigator prioritized the causes and solutions a second time via mode and mean scores of each item — Feb. 28

        (3) Investigator developed third round of questionnaire, listing target population's final prioritizing of causes and solutions, with mode scores for each, and summarizing minority opinions — Mar. 7

    d. Round three:

        Investigator presented the third Delphi questionnaire

to action team for final consensus	Mar. 13
6. Action team employed group modeling procedure to arrive at a proposed plan to implement the prioritized solutions	Apr. 14 to May 9
7. Action team developed the proposed implementation plan for changing the counseling and advisement function through a synthesis of counseling and instructional services in a holistic approach to the educational process (Proposed implementation plan was based on the product of the group's activity and the investigator's own analysis of the problem after intensive literature search)	Apr. 14 to May 9
8. Evaluated the process, i.e., the continuing group interaction among counselors, academic faculty, administrators, and students utilized in arriving at this proposed plan:	Apr. 24 to May 16
a. Described strategies used	
b. Evaluated effectiveness of strategies used	

LIMITATIONS OF THE STUDY

The Delphi technique is a valuable consensus gathering process, although the technique does have limitations. Foremost among these limitations is the fact that the procedure is supported by assumptions rather than by research findings. Much of the information concerning the technique has not been validated statistically. The fact that the Delphi method takes a great deal of time and commitment on the part of the participants constitutes a second limitation. Even in view of these limitations, however, the Delphi has strength and utility.

This study was limited in scope to that aspect of the counseling operation which involved continuing interaction between counselors, students, and full-time academic faculty at S.P.J.C. Thus, personnel involved in student services operations such as health services, testing services, financial aids, and student activities were not included in the study nor were part-time instructors teaching only evening classes and/or continuing education classes. The exclusion of part-time instructional staff from the target population was not intended to imply that they are unimportant to the instructional program. They were not included in the study because many do not teach on campus, have campus offices, attend department or division meetings, or otherwise articulate with the full-time instructional and counseling staffs. Later studies may be designed to include this important clientele group which, in a community college, should be an integral part of the total college community.

Results of the study are expected to have implications for part-time faculty and all student services practitioners as well as for the target population. Ideally, future efforts toward organizational development will include continuation and expansion of this study's action approach to encompass all segments of the St. Petersburg Junior College constituency including students, certificated staff, support staff, and members of the larger community.

Chapter 4

RESULTS AND DISCUSSION

INTRODUCTION

This study represents an attempt to break down artificial separation between community college counselors and academic faculty through a cross-campus action program designed to secure total involvement of both these target groups and to focus attention on the commonality of their perceptions and goals. The study has three focuses:

1. Devising and implementing an action program and process to develop in the target population, counselors and faculty, an awareness of the need to change to break down artificial separation between these two groups of educational professionals and to focus attention on the commonality of their perceptions and goals;

2. Exploring the levels and dimensions of consensus reached in the total target population and in the two sub-groups, after participating in a consensus gathering exercise; and

3. Developing an implementation plan at the conclusion of the study to prepare the way for positive change and synthesis of counseling and instructional services.

This section of the report presents the results of Focus 1, the development of the action plan, and Focus 2, the consensus gathering exercise. The major research questions on page 60 relate to Focus 2, that portion of the action program in which a modified Delphi procedure was employed to gather consensus in the target population and focus attention on the commonality of the perceptions and goals of the two target groups, counselors and faculty.

The objectives in Focus 3 could not be fully achieved nor measured within the scope of this study, for they are actually long-range objectives of the implementation plan.

OVERVIEW OF THE ACTION PROGRAM

Focus 1: Results of the Action Plan

In this portion of the study, a cross-campus action team including counselors, academic faculty, administrators, an educational planning analyst, the director of student community services, and a student participated in an on-going group process of problem identification, definition, and analysis.

The members of this cross-campus action team were selected on the basis of interest in the problem and ability and willingness to work harmoniously in a group toward problem resolution. Other criteria used in member selection included experience within the organizational system and representativeness of a cross section of S.P.J.C. clientele. This action team formed the nucleus of the action program in the study which had organizational development as its major goal.

Focus 2: Results of the Consensus Gathering Exercise

In Focus 2, the action team made provisions to insure involvement of the total target population, all counselors and all faculty, in the consensus gathering experience. In this portion of the study, a modified Delphi procedure was employed to gather consensus in the target population as to the priority of the problem causes and solutions. Thus, in round one of the Delphi probe, the first Delphi questionnaire, the listing of causal and solution statements developed by the action team was disseminated to the target population for prioritizing. In round two, the second Delphi questionnaire, members of the target population were asked to reassess their rankings in light of summary data from the first questionnaire.

The major research questions relate to that portion of the study's action program in which a modified Delphi procedure was used to gather consensus. The answers to these research questions are reported and discussed. The data are presented in three ways by groups: the total target population, causes and solutions; the faculty sub-group, causes and solutions; and the counselor sub-group, causes and solutions. This method of data presentation is replicated throughout the text.

RESULTS OF THE ACTION PROGRAM

Focus 1: The Action Plan

The action team participated in an on-going process of problem identification, definition, and analysis. Major outcomes achieved by this action team in their biweekly meetings included the following:

1. Breaking down barriers between team members and target groups;

2. Opening up communication between team members;

3. Establishing mutual respect and a climate of trust between team members;

4. Gaining perspective concerning the centrality of the general problem;

5. Focusing on the specific problem; and

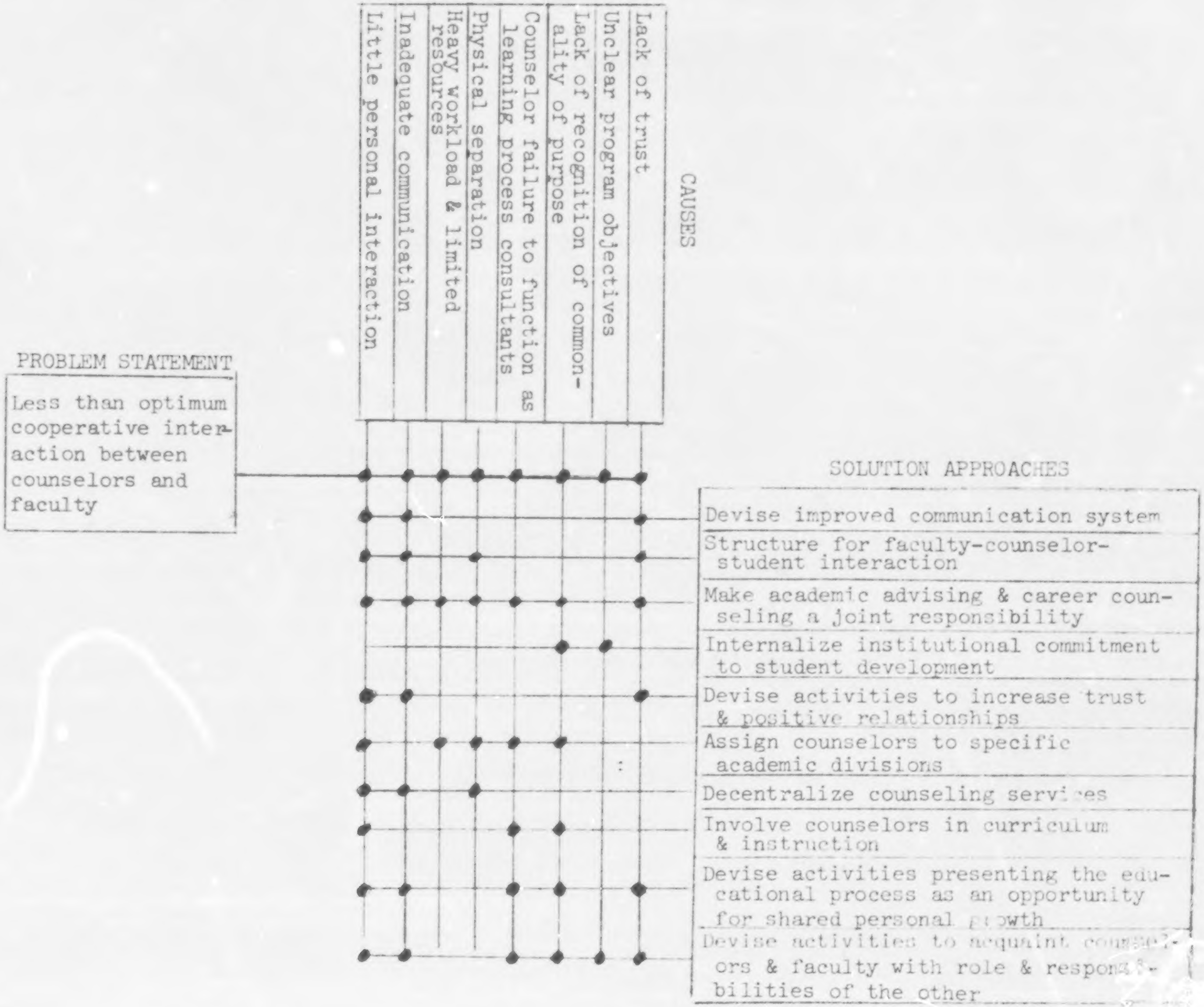
6. Placing student development and needs at the center of this focus.

Outputs of this cross-campus interaction panel include a continuity problem analysis matrix which illustrates the problem as identified by the action team, the probable causes of the problem as isolated by the action team, and possible solutions which treat one or more of the problem causes, as outlined by the action team. This continuity problem analysis matrix is presented in Figure 1. From this continuity matrix, the content of the first Delphi questionnaire was generated. This two-dimensional listing of problem causes and solution approaches, which became round one of the Delphi probe, appears in Appendix B.

Focus 2: The Consensus Gathering Exercise

The cross-campus action team then moved out to get full interaction with the total target population, all full-time faculty and all counselors on both campuses of S.P.J.C., using a modified Delphi technique to gather consensus. In round one, the first Delphi questionnaire, the listing of causal and solution statements developed by the action team was disseminated to the target population for prioritizing. In round two, the second Delphi questionnaire, members of the target population reassessed their original rankings in light of summary data from the first questionnaire. The second Delphi questionnaire, including summary data, is presented in Appendix C, as is the letter of transmittal.

The action team then completed the third and final round of the Delphi probe to arrive at final consensus as to the rankings of the problem causes and solution approaches.



PROBLEM STATEMENT

Less than optimum cooperative interaction between counselors and faculty

CAUSES

SOLUTION APPROACHES

	Little personal interaction	Inadequate communication	Heavy workload & limited resources	Physical separation	Counselor failure to function as learning process consultants	Lack of recognition of commonality of purpose	Unclear program objectives	Lack of trust
Less than optimum cooperative interaction between counselors and faculty	●	●	●	●	●	●	●	●
Devise improved communication system	●	●						●
Structure for faculty-counselor-student interaction	●	●		●				●
Make academic advising & career counseling a joint responsibility	●	●	●	●	●	●		●
Internalize institutional commitment to student development						●	●	
Devise activities to increase trust & positive relationships	●	●						●
Assign counselors to specific academic divisions	●		●	●	●	●		
Decentralize counseling services	●	●		●				
Involve counselors in curriculum & instruction	●				●	●		
Devise activities presenting the educational process as an opportunity for shared personal growth	●	●			●	●		●
Devise activities to acquaint counselors & faculty with role & responsibilities of the other	●	●			●	●	●	●

Figure 1

CONTINUITY PROBLEM ANALYSIS MATRIX

Results of Round One and Round Two of the Delphi Probe

Percent of return. In the first round of the Delphi probe, 51.8 percent, or 175, of the total target population of 338 full-time faculty and counseling staff members completed and returned the first Delphi questionnaire. The faculty sub-group had a 48.6 percent return, or 154, while the counselor sub-group had a 100 percent return, or 21.

In the second round of the Delphi probe, 49.4 percent, or 167, of the total target population of 338 completed and returned the second Delphi questionnaire. (Six additional questionnaires were returned by St. Petersburg campus faculty members too late for inclusion in the study.) Again, the counselor sub-group had 100 percent return, or 21, while the faculty sub-group had a 46.1 percent return, or 146. These data are presented in Table 1.

Summary of data presentation. In round one of the Delphi probe, the first Delphi questionnaire, the listing of causal and solution statements generated by the action team was disseminated to the total target population for prioritizing. The results are summarized and presented in Tables 2, 3, 4, 5, 6, and 7. Minority opinions and related comments of the faculty and counselor participants appear in Appendix F. Although round one participants were invited to list additional problem causes and solution approaches, none availed themselves of this opportunity.

In round two of the Delphi probe, the second Delphi questionnaire, members of the target population were asked to reassess their rankings in light of the summary data from the first questionnaire. If a participant felt he/she could not revise his/her original minority opinion,

Table 1

Return of First and Second Delphi Questionnaires

Sample	Questionnaires sent (N)	Questionnaires returned Round 1	% Returned Round 1	Questionnaires returned Round 2	% Returned Round 2
Total Target Population	338	175	51.8	167	49.4
Total Faculty Sub-Group	317	154	48.6	146	46.1
Total Counselor Sub-Group	21	21	100	21	100
S.P. Campus* Faculty	187	105	56.2	86	46.0
Clearwater Campus Faculty	130	49	37.7	60	46.2
S.P. Campus Counselors	12	12	100	12	100
Clearwater Counselors	9	9	100	9	100

*St. Petersburg Campus

in light of the summary data from the first questionnaire. If a participant felt he/she could not revise his/her original minority opinion, the participant was asked to defend it. The second Delphi questionnaire, which included mode scores for each of the items, appears in Appendix C. This second round of the Delphi probe developed the target population's final priority listing of problem causes and solution approaches. The target population's listing of prioritized causes is summarized and presented in Table 8. Table 9 presents the target population's listing of prioritized solution approaches.

A final priority list of causes and solutions for each of the two sub-groups also was developed from the second round of the Delphi probe. Causal statements by category of importance are summarized and presented for the faculty sub-group in Table 10 and for the counselor sub-group in Table 12. Table 11 presents the summary of solution statements by category of importance for the faculty sub-group, while Table 13 presents that data for the counselor sub-group.

Tables 14, 15, 16, 17, 18, and 19 present the mean and mode for each causal and solution statement on both the first and the second Delphi questionnaires. Data presented in Tables 14 and 15 facilitate comparison between the two questionnaires for the total target population. Data presented in Tables 16, 17, 18, and 19 facilitate comparison between the two questionnaires for the faculty sub-group and for the counselor sub-group, respectively.

Tables 20 and 21 present the results of z tests between faculty and counselor sub-groups on items of the second Delphi questionnaire. Finally, the data presented in Tables 22 and 23 facilitate comparison between the rankings of faculty and counselor sub-groups on items of the second Delphi questionnaire.

Comparison of the Results of the First and Second Delphi Questionnaire

The major research questions in the study relate to that portion of the action program in which a modified Delphi procedure was employed to gather consensus and focus attention on the commonality, rather than the difference, of the perceptions and goals of the two target groups, academic faculty and counselors. Each research question is followed by a presentation of data to answer the question. These data are presented in three ways by groups, as described on page 71.

1. After participating in round one and round two of the Delphi probe, what level of consensus was reached in the total target population, which included all full-time academic faculty and all counselors on both campuses of S.P.J.C.?

2. What level of consensus was reached in the two sub-groups, faculty and counselors, after participating in rounds one and two of the Delphi probe?

To obtain the answers to research questions 1 and 2, item analyses, which appear in Appendix G, were done of the probable causes and possible solutions to the identified problem. The mode score, or most frequent response, for each item was determined for the total target population and for the two sub-groups for round one and round two of the Delphi probe. The arithmetic mean then was calculated, and the causal statements and solution statements were placed in descending order of priority, within five categories, based on calculated mean scores (see page 61). A rank order of causal and solution statements then was compiled on the basis of mean scores for each of the two rounds of the

Delphi probe. A summary of these data from the first Delphi questionnaire is presented in Tables 2, 3, 4, 5, 6 and 7. Tables 8, 9, 10, 11, 12 and 13 present a summary of the data from the second questionnaire.

The results of the second Delphi questionnaire, including the complete wording of the causal and solution statements, appear in Appendix F. These data show the relative priority of each round of the Delphi on the basis of mean and modal scores. The level of consensus reached in the total target population, and in the two sub-groups, after participating in the consensus gathering exercises is described in terms of movement toward or away from convergence of the means about the modes in the second Delphi questionnaire as compared to the first.

As the summary data in Tables 2, 3, 4, 5, 6, and 7 show, on the first Delphi questionnaire, the total target population, and the two sub-groups, ranked no statements maximum priority or minimum priority, and they ranked few (six) of the forty statements low priority.

The summary data in Tables 8, 9, 10, 11, 12, and 13, however, show that on the second Delphi questionnaire, the participants in the target population, and in the two sub-groups, gave 15 maximum priority rankings and 12 low priority rankings. They still gave no statement a ranking of minimum priority.

Tables 14, 15, 16, 17, 18, and 19 present the data collected from round one and round two of the Delphi probe, allowing observation of similarities and differences between the modes and means of the two questionnaires.

Data in Tables 14 and 15 show that the mode of the responses to each causal and solution statement for the total target group is identical in both the first and second Delphi questionnaires. However, the

Table 2

Causal Statements by Category of Importance
Total Target Population (Faculty and Counselors) N = 175
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	2.	3.74	4
2	3.	3.69	5
		Medium Priority	
3	4.	3.47	4
4	1.	3.32	4
5	18.	3.26	4
6	12.	3.23	3
7	6.	3.14	4
8	17.	3.05	4
9	19.	3.03	3
10	20.	2.99	3
11	5.	2.98	2
12	13.	2.97	3
13	9.	2.94	4
14	15.	2.93	3
15	10.	2.93	3
16	7.	2.86	3
17	16.	2.76	3
18	14.	2.74	3
19	8.	2.66	1
		Low Priority	
20	11.	2.16	3

*Complete wording of causal statements may be found on page 190

Table 3

Solution Statements by Category of Importance
Total Target Population (Faculty and Counselors) N = 175
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	24.	3.93	5
2	22.	3.71	5
3	25.	3.71	5
4	36.	3.70	5
5	35.	3.58	5
6	23.	3.58	4
		Medium Priority	
7	30.	3.47	5
8	21.	3.39	5
9	26.	3.31	3
10	39.	3.30	3
11	37.	3.29	4
12	40.	3.17	4
13	28.	3.16	3
14	27.	3.11	3
15	29.	3.03	3
16	33.	2.94	3
17	38.	2.88	3
18	31.	2.85	1
19	34.	2.79	3
		Low Priority	
20	32.	2.30	1

*Complete wording of solution statements may be found on page 192

Table 4

Causal Statements by Category of Importance
Faculty Sub-Group (N = 154)
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	2.	3.76	4
2	3.	3.68	5
		Medium Priority	
3	4.	3.45	5
4	1.	3.36	4
5.	18.	3.31	4
6	6.	3.24	4
7	12.	3.21	3
8	20.	3.06	3
9	15.	3.05	3
10	5.	3.05	2
11	17.	3.04	3
12	10.	3.03	3
13	19.	2.95	3
14	11.	2.94	3
15	9.	2.93	1
16	13.	2.92	3
17	7.	2.89	3
18	16.	2.76	3
19	8.	2.64	1
20	14.	2.62	1

*Complete wording of causal statements may be found on page 195

Table 5

Solution Statements by Category of Importance
Faculty Sub-Group (N = 154)
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	24.	3.94	5
2	22.	3.83	5
3	36.	3.69	5
4	25.	3.62	5
5	35.	3.55	5
6	23.	3.55	4
7	21.	3.53	5
		Medium Priority	
8	30.	3.40	3
9	39.	3.25	3
10	26.	3.24	3
11	37.	3.21	4
12	27.	3.14	3
13	28.	3.10	3
14	40.	3.08	4
15	29.	2.94	3
16	31.	2.90	1
17	33.	2.88	1 & 4
18	38.	2.81	3
19	32.	2.80	1
20	34.	2.73	3

*Complete wording of solution statements may be found on page 197

Table 6

Causal Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	3.	3.76	5
2	14.	3.62	4
3	2.	3.62	3
4	4.	3.57	4
		Medium Priority	
5	19.	3.43	4
6	12.	3.38	3
7	13.	3.14	3 & 4
8	17.	3.10	4
9	11.	3.10	3
10	1.	3.0	4
11	9.	3.0	4
12	18.	2.95	4
13	16.	2.76	3
14	8.	2.76	2
15	7.	2.62	3 & 4
16	5.	2.52	3
		Low Priority	
17	20.	2.43	2 & 3
18	6.	2.43	1
19	10.	2.19	3
20	15.	2.05	1

*Complete wording of causal statements may be found on page 200

Table 7

Solution Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round One of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	25.	4.33	5
2	30.	4.05	5
3	24.	3.86	5
4	40.	3.86	5
5	26.	3.86	4
6	37.	3.86	4
7	36.	3.81	4
8	35.	3.76	5
9	23.	3.76	4
10	29.	3.76	4
11	39.	3.71	4
12	28.	3.57	3 & 4
		Medium Priority	
13	38.	3.38	3 & 4
14	33.	3.33	3
15	34.	3.29	4
16	32.	3.19	3
17	27.	2.90	2
18	22.	2.81	3
19	31.	2.52	1
20	21.	2.43	2 & 3

*Complete wording of solution statements may be found on page 202

Table 8

Causal Statements by Category of Importance
Total Target Population (Faculty and Counselors) N = 167
Round Two of Delphi*

Rank	Item Number	Mean	Mode
		Maximum Priority	
1	3.	4.51	5
		High Priority	
2	2.	3.97	4
3	4.	3.78	4
4	1.	3.69	4
5	18.	3.68	4
6	17.	3.60	4
7	6.	3.57	4
		Medium Priority	
8	9.	3.39	4
9	13.	3.26	3
10	19.	3.14	3
11	12.	3.11	3
12	11.	3.00	3
13	14.	2.98	3
14	16.	2.95	3
15	15.	2.94	3
16	20.	2.93	3
17	7.	2.91	3
18	10.	2.85	3
		Low Priority	
19	5.	2.35	2
20	8.	1.86	1

*Complete wording of causal statements may be found on page 190

Table 9

Solution Statements by Category of Importance
Total Target Population (Faculty and Counselors) N = 167
Round Two of Delphi*

Rank	Item Number	Mean	Mode
		Maximum Priority	
1	24.	4.68	5
2	25.	4.62	5
3	36.	4.54	5
4	35.	4.54	5
		High Priority	
5	30.	4.44	5
6	22.	4.13	5
7	21.	3.95	5
8	23.	3.86	4
9	40.	3.81	4
10	37.	3.80	4
		Medium Priority	
11	39.	3.26	3
12	26.	3.17	3
13	29.	3.14	3
14	28.	3.08	3
15	27.	3.05	3
16	38.	3.03	3
17	33.	2.98	3
18	34.	2.95	3
		Low Priority	
19	32.	2.13	1
20	31.	1.90	1

*Complete wording of solution statements may be found on page 192

Table 10

Causal Statements by Category of Importance
Faculty Sub-Group (N = 146)
Round Two of Delphi*

Rank	Item Number	Mean	Mode
1	3.	Maximum Priority 4.53	5
2	2.	High Priority 3.99	4
3	4.	3.78	4
4	1.	3.73	4
5	18.	3.72	4
6	17.	3.62	4
7	6.	3.62	4
8	9.	Medium Priority 3.37	4
9	13.	3.24	3
10	19.	3.12	3
11	12.	3.10	3
12	15.	2.98	3
13	11.	2.97	3
14	20.	2.95	3
15	16.	2.95	3
16	14.	2.92	3
17	7.	2.91	3
18	10.	2.90	3
19	5.	Low Priority 2.35	2
20	8.	1.86	1

*Complete wording of causal statements may be found on page 195

Table 11

Solution Statements by Category of Importance
Faculty Sub-Group (N = 146)
Round Two of Delphi*

Rank	Item Number	Mean	Mode
		Maximum Priority	
1	24.	4.67	5
2	25.	4.59	5
3	36.	4.55	5
4	35.	4.51	5
		High Priority	
5	30.	4.40	5
6	22.	4.32	5
7	21.	4.12	5
8	23.	3.84	4
9	37.	3.80	4
10	40.	3.79	4
		Medium Priority	
11	39.	3.25	3
12	26.	3.15	3
13	29.	3.10	3
14	28.	3.08	3
15	27.	3.03	3
16	38.	2.99	3
17	33.	2.93	3
18	34.	2.91	3
		Low Priority	
19	32.	2.06	1
20	31.	1.88	1

*Complete wording of solution statements may be found on page 197

Table 12

Causal Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	3.	4.33	5
2	2.	3.81	4
3	4.	3.76	4
4	9.	3.52	4
5	17.	3.52	4
		Medium Priority	
6	1.	3.48	4
7	13.	3.43	3
8	14.	3.38	3
9	18.	3.38	4
10	6.	3.29	4
11	19.	3.24	3
12	12.	3.19	3
13	11.	3.05	3
14	16.	2.95	3
15	7.	2.91	3
16	20.	2.76	3
17	15.	2.67	3
		Low Priority	
18	10.	2.48	3
19	5.	2.33	2
20	8.	1.91	1

*Complete wording of causal statements may be found on page 200

Table 13

Solution Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi*

Rank	Item Number	Mean	Mode
		Maximum Priority	
1	25.	4.86	5
2	35.	4.81	5
3	24.	4.71	5
4	30.	4.71	5
5	36.	4.52	5
		High Priority	
6	23.	4.00	4
7	40.	4.00	4
8	37.	3.86	4
		Medium Priority	
9	29.	3.48	3
10	26.	3.33	3
11	39.	3.33	3
12	33.	3.33	3
13	38.	3.29	3
14	34.	3.24	3
15	27.	3.19	3
16	28.	3.10	3
17	22.	2.81	2 & 3
18	21.	2.76	3
19	32.	2.67	1
		Low Priority	
20	31.	2.00	1

*Complete wording of solution statements may be found on page 202

means in the second questionnaire converge more about the modes except in three of the forty statements (10, 20, 29). It should be noted that in these three instances where there is no convergence, the difference between the mean on the second as compared to the first questionnaire is less than .12.

Thus, the use of the modified Delphi technique produced a greater degree of consensus within the total target population as to prioritized problem causes and solution approaches on the second round questionnaire than on the first round. Tables 14 and 15 reveal that in eighteen of the twenty statements (90%) and in nineteen of the twenty solution statements (95%), there is a convergence of the mean about the mode on the second questionnaire as compared to the first, which was a basic expectation in this study using a modified Delphi technique.

In the faculty sub-group, seven of the forty modes differed in the second questionnaire, as is shown in Tables 16 and 17. In each instance, this modal change represents movement toward consensus with the total target population. Further, on thirty-eight of the forty statements, the means in the second questionnaire converge more about the modes. In the two statements where there is no convergence, Items 10 and 29, the difference between the mean on the second as compared to the first questionnaire is less than .17.

Thus, a greater degree of consensus also was produced within the faculty sub-group as to the prioritized problem causes and solution approaches on the second round questionnaire than on the first. Tables 16 and 17 show that in nineteen of the twenty causal statements (95%) and nineteen of the solution statements (95%), there is a greater convergence of the mean about the mode on the second questionnaire as

Table 14

Results of Round One and Round Two Delphi Questionnaires
Total Target Population (Faculty and Counselors)
Causal Statements

Item Number	Mean of First Questionnaire (N = 175)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 167)
1.	3.32	4	4	3.69
2.	3.74	4	4	3.97
3.	3.69	5	5	4.51
4.	3.47	4	4	3.78
5.	2.98	2	2	2.35
6.	3.14	4	4	3.57
7.	2.86	3	3	2.91
8.	2.66	1	1	1.86
9.	2.94	4	4	3.39
10.	2.93	3	3	2.85
11.	2.16	3	3	3.00
12.	3.23	3	3	3.11
13.	2.95	3	3	3.26
14.	2.74	3	3	2.98
15.	2.93	3	3	2.94
16.	2.76	3	3	2.95
17.	3.05	4	4	3.60
18.	3.26	4	4	3.68
19.	3.01	3	3	3.14
20.	2.99	3	3	2.93

Table 15

Results of Round One and Round Two Delphi Questionnaires
Total Target Population (Faculty and Counselors)
Solution Statements

Item Number	Mean of First Questionnaire (N = 175)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 167)
21.	3.39	5	5	3.95
22.	3.71	5	5	4.13
23.	3.58	4	4	3.86
24.	3.93	5	5	4.68
25.	3.71	5	5	4.62
26.	3.31	3	3	3.17
27.	3.11	3	3	3.05
28.	3.16	3	3	3.08
29.	3.03	3	3	3.14
30.	3.47	5	5	4.44
31.	2.85	1	1	1.90
32.	2.30	1	1	2.13
33.	2.94	3	3	2.98
34.	2.79	3	3	2.95
35.	3.58	5	5	4.54
36.	3.70	5	5	4.54
37.	3.29	4	4	3.80
38.	2.88	3	3	3.03
39.	3.30	3	3	3.26
40.	3.17	4	4	3.81

Table 16

Results of Round One and Round Two Delphi Questionnaires
Faculty Sub-Group
Causal Statements

Item Number	Mean of First Questionnaire (N = 154)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 146)
1.	3.36	3	4	3.73
2.	3.76	4	4	3.99
3.	3.68	5	5	4.54
4.	3.45	5	4	3.78
5.	3.05	2	2	2.35
6.	3.24	4	4	3.62
7.	2.89	3	3	2.91
8.	2.64	1	1	1.86
9.	2.93	1	4	3.37
10.	3.03	3	3	2.90
11.	2.94	3	3	2.97
12.	3.21	3	3	3.10
13.	2.92	3	3	3.24
14.	2.62	1	3	2.92
15.	3.05	3	3	2.98
16.	2.76	3	3	2.95
17.	3.04	3	4	3.62
18.	3.31	4	4	3.72
19.	2.95	3	3	3.12
20.	3.06	3	3	2.95

Table 17

Results of Round One and Round Two Delphi Questionnaires
Faculty Sub-Group
Solution Statements

Item Number	Mean of First Questionnaire (N = 154)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 146)
21.	3.53	5	5	4.12
22.	3.83	5	5	4.32
23.	3.55	4	4	3.84
24.	3.94	5	5	4.67
25.	3.62	5	5	4.59
26.	3.24	3	3	3.15
27.	3.14	3	3	3.03
28.	3.10	3	3	3.08
29.	2.94	3	3	3.10
30.	3.40	3	5	4.40
31.	2.90	1	1	1.88
32.	2.80	1	1	2.06
33.	2.88	1 & 4	3	2.93
34.	2.73	3	3	2.91
35.	3.55	5	5	4.51
36.	3.69	5	5	4.55
37.	3.21	4	4	3.80
38.	2.81	3	3	2.99
39.	3.25	3	3	3.25
40.	3.08	4	4	3.79

compared to the first.

As is illustrated in Tables 18 and 19, in the counselor sub-group, twenty-one of the forty modes differ in round two, although five of the statements show a bimodal distribution on the first questionnaire. In these five cases, one priority received a greater number of responses on the second questionnaire, and the statement became a single mode response (Table 16, Item 7, 21, 28, 34, 38). In Item 22, the mean remained the same in both questionnaires, 2.81, but the mode moved from 3 to two modes, 2 - 3. In the second questionnaire, each of these twenty-one modal changes represents movement in the counselor sub-group toward consensus with the total target population. In thirty of the statements, the means converge more about the modes in the second questionnaire than in the first. In three statements, there is no difference in the means between the two questionnaires (Table 18, Items 14; Table 19, Items 33, 37). In seven of the statements (Table 18, Items 8, 13; Table 19, Items 26, 29, 32, 36, 39), the means do not converge more about the modes in the second questionnaire. The differences between the means on the second questionnaire as compared to the first questionnaire on these items ranges from .28 to .86. Five of these seven statements where the means do not converge more about the modes are solution approaches (Table 19, Items 26, 29, 32, 36, 39). The response distributions on these five items suggest that the level of consensus reached within the counselor sub-group as to solution approaches after participating in the Delphi exercise is not as great as to problem causes.

Thus, use of the modified Delphi procedure also produced a greater degree of consensus within the counselor sub-group, although this sub-group continued to show less agreement as to the ranking of the

Table 18

Results of Round One and Round Two Delphi Questionnaires
Counselor Sub-Group
Causal Statements

Item Number	Mean of First Questionnaire (N = 21)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 21)
1.	3.00	4	4	3.48
2.	3.62	3	4	3.81
3.	3.76	5	5	4.33
4.	3.57	4	4	3.76
5.	2.52	3	2	2.33
6.	2.43	1	4	3.29
7.	2.62	3 & 4	3	2.91
8.	2.76	2	1	1.91
9.	3.00	4	4	3.52
10.	2.19	3	3	2.48
11.	3.10	3	3	3.05
12.	3.38	3	3	3.20
13.	3.14	3	3	3.43
14.	3.62	4	3	3.38
15.	2.05	1	3	2.67
16.	2.76	2	3	2.95
17.	3.10	4	4	3.52
18.	2.95	4	4	3.38
19.	3.43	4	3	3.24
20.	2.43	2 & 3	3	2.76

Table 19

Results of Round One and Round Two Delphi Questionnaires
Counselor Sub-Group
Solution Statements

Item Number	Mean of First Questionnaire (N = 21)	Mode of First Questionnaire	Mode of Second Questionnaire	Mean of Second Questionnaire (N = 21)
21.	2.43	2 & 3	3	2.76
22.	2.81	3	2 & 3	2.81
23.	3.76	4	4	4.00
24.	3.86	5	5	4.71
25.	4.33	5	5	4.86
26.	3.86	4	3	3.33
27.	2.90	2	3	3.20
28.	3.57	3 & 4	3	3.10
29.	3.76	4	3	3.48
30.	4.05	5	5	4.71
31.	2.52	1	1	2.00
32.	3.19	3	1	2.68
33.	3.33	3	3	3.33
34.	3.29	4	3	3.24
35.	3.76	5	5	4.81
36.	3.81	4	5	4.52
37.	3.86	4	4	3.86
38.	3.38	3 & 4	3	3.29
39.	3.71	4	3	3.33
40.	3.86	5	4	4.00

statements than did the total target population and the faculty subgroup. Tables 18 and 19 illustrate that in eighteen of the twenty causal statements (90%) and fifteen of the twenty solution statements (75%) there is a greater convergence of the mean about the mode on the second questionnaire as compared to the first.

3. After participating in rounds one and two of the Delphi probe, on what dimensions did the two sub-groups, faculty and counselors, show commonality, and on what dimensions did they differ?

To obtain the answer to question 3, the rankings of the two subgroups on the second Delphi questionnaire were compared for similarities and differences in modes and means. After computing the mean of each item for each of the two sub-groups, the standard deviation was computed. Then the z test was employed to determine whether the mean of the faculty response on each of the forty items on the second Delphi questionnaire differed significantly from the mean of the counselor response on these items. A two-tailed analysis at the .05 level of significance was done, with the critical value of z being ±1.96. A significant z value was interpreted as indicating that the two subgroups differed. A non-significant z value was assumed to indicate commonality. These data are presented in Tables 20 and 21.

Dimensions on which the two Sub-groups show Commonality

The data presented in Tables 10 (page 87) and 12 (page 89) show that both faculty and counselor sub-groups seem to agree that three causal items, Items 10, 5, and 8, are of relatively low importance. According to the data, the fact that S.P.J.C. counselors have no classroom teaching responsibilities (Item 10) is seen by the majority of both groups as being a low priority problem cause. The findings suggest that the two groups further agree in considering unclear institutional goals (Item 5) to be a problem cause of minimal import. Similarly, according to the data in Tables 10 and 12, both groups consider attitudinal competitiveness between faculty and counselors (Item 8) to be a relatively unimportant problem cause. In fact, both groups agree in ranking these causal statements as 18, 19, and 20 respectively, among the twenty problem causes.

Both groups agree in ranking the solution approach recommending that counselors be required to teach at least one course each session, Item 31, as the lowest priority solution approach to improve cooperative interaction between them (Tables 11, page 88 , and 13, page 90). The relationship between this low priority problem cause and solution approach is evident, for both faculty and counseling staff also consider causal Item 10 to be of relatively low priority (Tables 10 and 12).

As the data presented in Tables 10 and 12 also indicate, faculty and counselor respondents agree that four causal Items 3, 2, 4, and 17 are of maximum or high priority. Both sub-groups rank Items 3, 2, and 4 first, second, and third, respectively, while Item 17 is ranked sixth by faculty and fifth by counselors. Both sub-groups further agree that eight solution approach Items 23, 24, 25, 30, 35, 36, 37, and 40 are of maximum or high priority, as Tables 11 and 13 show.

Thus, the data suggest that both sub-groups agree that limited personal interaction (Item 3) and inadequate communication between faculty and counselors (Item 2) are two major causes of the organizational problem. Further, both groups of educational professionals agree that heavy staff work loads and limited institutional resources (Item 4) magnify the problem by minimizing opportunities and time for interaction with colleagues. In addition, the findings indicate that both faculty and counselor sub-groups are in agreement that their failure to recognize that they share a primary purpose, to meet the needs of students and thereby facilitate student development (Item 17), constitutes a central problem cause.

Recorded comments of faculty and counselor respondents, which appear in Appendix F emphasize these high priority causal rankings. A few of these comments follow:

> Few faculty members recognize that they share a primary purpose, student development, with counselors.
>
> Counselors many times act as if their insights are deeper and their responsibilities greater than those of instructors. Thus, much valuable information is withheld from instructors by counselors because they don't trust teachers.
>
> Most instructors have little or no contact with counselors (in the present system).
>
> Heavy work load does discourage voluntary, motivated counselor-faculty-student interaction. Each of us is too busy meeting the immediate needs of students to look farther down the path.
>
> Opportunity exists for interaction between counselors and faculty; it's just that no one takes the responsibility of initiating or planning it.
>
> Concentrate on two essentials: (1) good communication, and (2) "warm-body" contact.

The relationship between the maximum and high priority problem causes and solution approaches upon which the data suggest both sub-groups agree is readily discernible. For instance, as the data in Tables 11 and 13 show, both faculty and counselors agree that if the desired cooperative interaction between them is to be achieved, solution approaches of maximum priority include devising an improved, dynamic communication system between counselors and faculty (Item 24), and creating continuing opportunities for these two groups of educational professionals to interact with each other and with students (Item 25). Similarly, the findings indicate that both counselors and faculty agree that encouraging the active involvement of counselor-advisors in curriculum and instruction matters (Item 23) is a solution approach of prime importance. The data also show that devising activities to increase trust and promote positive relationships between counselors and faculty (Item 30) is considered by both groups to be of maximum import in problem resolution.

In addition, data presented in Tables 11 and 13 indicate that both groups maximize the importance of encouraging institutional commitment to student needs and development (Item 35) and see this joint effort as a strategy to cement their partnership in institutional development. Similarly, the data suggest that a solution approach both faculty and counselors consider of prime importance is to devise activities to facilitate conceptualizing their responsibilities in whole student development as opportunities for shared personal growth (Item 40). Thus, the data suggest that the two groups see these solution approaches as opportunities both for staff development and for student development. Concommitantly, the findings suggest that both faculty and counselors agree that if optimum cooperative interaction is to be reached, devising activities to assist each group in understanding and respecting the contributions and tasks of the other (Item 37) is a solution approach of high priority. Finally, the data indicate that both groups believe that encouraging counselors to refer students to instructors who teach in the student's particular areas of interest is a solution approach that would make academic advising and career counseling more of a joint responsibility (Item 36). In turn, the findings suggest that both groups see this as a strategy to bring faculty, counselors, and students into closer cooperative interaction in the teaching-learning process (Item 25).

Recorded comments of faculty and counselor respondents, which appear in Appendix F, emphasize these high priority solution approach rankings. A few of these comments follow:

> I think it is of prime importance to involve counselors in matters relating to curriculum and instruction.
>
> Counselors could give much needed service to faculty by giving feedback from students.
>
> We must devise methods of communication that will facilitate and assure active involvement between counselors, faculty, and administrators. Then the larger community as well will benefit, and we will be providing an avenue for life-long learning.
>
> We as individuals must take the initiative to devise dynamic communication systems. But let's face it! We are lazy and we want someone else to set it up. And then we'll probably find excuses not to participate!
>
> Willingness of counselors and faculty to use the communication system is the real problem!
>
> Until and unless counselors and faculty come to care about themselves, each other, and their students, no system of communication will succeed. If human beings don't understand and care, the best of systems will fail.
>
> If only we could once again have our Faculty Diningroom or a lounge - some place where we could drop in and out informally and know each other personally. Such a facility would go a long way in providing resolution to the problem causes I rated as maximum priority.
>
> I am emphatically in favor of any type of program that will promote positive relationships between counselors and faculty. We cheat ourselves and our students when we don't actively support this interaction.
>
> If we are to trust each other as professionals, it is imperative that we get to know each other as human beings who are trustable.
>
> Informal get-togethers, Koffee Klatches, whatever - would go a

long way to get the ball rolling here. A friendly relaxed atmosphere is bound to improve the climate for learning.

"The institution" has stated commitment to students in the college bulletin. But we are the institution. We must take the initiative. How many of us really witness to this commitment to students consistently as we discharge our duties?

It is of central importance that we devise activities to assist counselors and faculty in respecting the tasks and contributions of the other.

"The new student" in today's community college must be received as a whole person or there's no way we'll teach him anything.

If we would all remember that we are teaching whole persons and not stuffing minds isolated from bodies, we would be more effective teachers.

Too many of us are concerned with classroom hurdle-jumping, not with learning.

I have used this instrument as a vehicle to do some reflective thinking. We become fragmented and then compartmentalized and end up in a partial state of isolation. We develop a feeling that our particular function is the most important and that others really don't understand how important we are. In fact, we become victims of our own inward looking! Each of us must develop our commitment to the primary purpose of this institution and then use personal initiative to see that the job gets done properly.

In summary then, the data suggest that the total target population, faculty and counselors, are in agreement as to four problem causes that they consider most important: limited personal interaction between counselors and faculty; inadequate communication process; heavy work loads and limited institutional resources; and failure to recognize that both sub-groups share a primary purpose, to facilitate student development. The data also show that the eight solution approaches which both sub-groups agree are of maximum priority are closely related to these major causes. This clear causal/solution relationship reinforces the expectation that the researcher had when undertaking the study, i.e., that creation within the total target population of an awareness of the need for change, buttressed by feelings of commitment and responsibility engendered by their active involvement in problem resolution, would lead to desired action steps of change and enlightened decision-making among choices.

Dimensions on which the two Sub-groups Differ

Data presented in Tables 10 (page 87) and 12 (page 89) indicate that faculty and counselor respondents differ in their ranking of causal Items 1, 6, 18, and 9. Only faculty respondents rank causal Items 1, 6, and 18 as high priority causal factors, as Table 10 indicates, while only counselor respondents rank causal Item 9 as high priority (Table 12).

In order to ascertain whether the means of the faculty responses on the items of the second Delphi questionnaire differ significantly from the means of the counselor responses on these items, the z test was employed. A two-tailed analysis at the .05 level of confidence was done with the critical value of z being ±1.96. A significant z value was interpreted as indicating that the two sub-groups differed. A non-significant z value was assumed to indicate commonality. Results of the z tests are presented in Tables 20 and 21.

Further analysis of the data presented in Table 20 indicates that the differences between the two sub-groups means on causal Items 1, 6, 18, and 9 are not significant differences. It can be said then, that the faculty sub-group sees physical separation and attendant isolation of counselors from teaching faculty and students (Item 1) as a higher priority cause than does the counselor sub-group, although both groups consider it an important problem cause. Representative of this non-significant difference in sub-group ranking are the following comments from counselor respondents:

> Cooperative interaction is possible no matter what physical separation exists. Too many persons, faculty and counselors, just won't make the effort.
>
> Space is an artificial barrier used by persons who are unwilling to make the effort it takes to get involved.

Similarly, the faculty sub-group sees causal Item 6, unclear program objectives and goals for counseling and advisement, as a higher priority cause than does the counselor sub-group, but both groups see it as an important cause. A pertinent comment from a counselor respondent follows:

> With the onset of P.P.B.S. and the attendant institutional reorganization along program or goal-oriented lines, hopefully, in time, this will cease to be a problem. However, we do need to publicize more aggressively the goals of the counseling and advisement program.

The ensuing faculty comment adds credence to the above observation:

> Since most faculty haven't seen program objectives for counseling, how can we judge their clarity?

A final sobering faculty comment suggests a credibility gap between faculty and counselors and accentuates the importance of personal and professional authenticity:

> Faculty do not accept the objectives and goals articulated for the counseling program as the counselors' internalized objectives and goals.

Results of the z tests presented in Table 20 show significant differences in the means of only two of the twenty faculty and counselor sub-group responses to causal statements, Items 10 and 14, on the second Delphi questionnaire. Faculty consider counselors' apparent lack of understanding and appreciation of the rigors of teaching (Item 10) more important as a cause of the identified problem, less than optimum cooperative interaction between counselors and faculty in the educational

Table 20

Results of z Tests between Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Causal Statements

Item Number	Faculty (N = 146) Mean	Standard Deviation	Counselor (N = 21) Standard Deviation	Mean	z Value*
1.	3.73	0.74	0.81	3.48	1.33
2.	3.99	0.54	0.60	3.81	1.32
3.	4.53	0.85	1.06	4.33	0.83
4.	3.78	0.84	0.54	3.76	0.14
5.	2.35	1.04	0.97	2.33	0.07
6.	3.62	0.86	0.96	3.29	1.50
7.	2.91	0.87	0.77	2.90	0.03
8.	1.86	1.21	1.09	1.90	-0.19
9.	3.37	1.11	0.87	3.52	-0.73
10.	2.90	0.89	0.81	2.48	2.23
11.	2.97	0.73	0.67	3.05	-0.52
12.	3.10	0.82	0.40	3.20	-0.85
13.	3.24	0.86	0.81	3.43	-0.99
14.	2.92	0.94	0.67	3.38	-2.80
15.	2.98	0.98	0.73	2.67	1.75
16.	2.94	0.89	0.80	2.95	-0.04
17.	3.62	0.90	0.75	3.52	0.51
18.	3.72	0.89	1.02	3.38	1.44
19.	3.12	0.93	0.54	3.24	-0.82
20.	2.95	0.79	0.94	2.76	0.88

*Significant differences are underlined. (The z value is significant at .05 level if $z > 1.96$ or < -1.96)

process, than do their counselor colleagues. As data in Table 20 show, the difference between the two sub-group means on this item is significant (z = 2.23).

Faculty comments illustrating their feelings about this problem cause follow:

> _If_ counselors have ever had classroom responsibility, they've certainly forgotten what it's like!

> Counselors desperately need to be recycled back into the classroom. Otherwise, they begin to lose touch.

Data in Tables 10 (page 87) and 12 (page 89) also indicate that the counselor sub-group considers faculty's somewhat limited understanding of the philosophical foundations of the community college and its mission (Item 14) to be far more important as a problem cause than does the faculty sub-group. Results of the z tests presented in Table 20 indicate that there is a significant difference between the two sub-group means on this item also (z = -2.80). Some counselor comments emphasizing their strong feelings about this problem cause follow:

> Many instructors do not understand the community colleg philosophy. Many more understand it but just don't agree with it!

> Too many S.P.J.C. instructors are frustrated university professors. They don't want to teach any but the academically excellent university-bound student.

> The vast majority of the faculty are teaching at the senior college level and do not subscribe to the community college philosophy.

Data presented in Tables 11 (page 88) and 13 (page 90), indicate that faculty and counselor participants differ on only two maximum or high priority solution approaches, Items 21 and 22. Faculty respondents rank these as high priority items, rank 7 and 6 respectively, while counselor respondents rank these same items near the bottom of the medium priority category, rank 17 and 18, respectively, among twenty solution approaches.

Thus, two closely related dimensions on which faculty and counselor sub-groups differ emerge in the study. Data presented in Table 11 indicate that faculty strongly favor the assignment of counselors to specific academic areas (Item 22) as a solution approach to resolve the identified problem, less than optimum cooperative interaction between counselors and faculty in the educational process. Apparently, faculty see this solution approach as a desirable way for counselors to co-mingle with students and academic faculty in a particular division, thereby developing special counseling expertise in the various program and subject matter areas within that division. As the data presented in Table 13 show, however, counselors rank this item low, seventeenth, among the twenty prioritized solution approaches. Results of the z tests presented in Table 21 show a highly significant difference between sub-group mean scores on this statement, Item 22 ($z = 5.41$).

Comments representative of these differing opinions of faculty and counselor respondents follow:

Faculty comments:

> Counselors who have at least one degree in a discipline other than their behavioral major, should be permanently assigned to a division as assistant division director to assist students majoring in that division. The counselor should be thoroughly aware of the prerequisites to passing each course in the division, and by utilizing a Resource Section at Campus Administration, correlate students' records and tests with student selection of courses to be taken. The right to fail is too costly, and permissiveness must be checked!
>
> The assignment of counselors to specific academic areas seems wise. Then each academic division could have a counseling specialist for that division.

> I favor assignment of counselors to specific academic divisions. Counselors need a better background in the academic preparation and needs of students so they can be more effective in career counseling and academic advising. Too many students are poorly advised concerning required courses, etc., and then have to attend extra sessions to complete the program.
>
> Counselor comments:
>
> A counselor should serve the whole student, not just meet his needs in one specific (academic) area.
>
> Counseling specialists cannot be afforded in our current system, which is characterized by limited resources.
>
> Effective counseling does not require expertise in specific subject matter areas.
>
> Counseling specialists are not the answer, for instructors certainly can be "expert" academic advisors. Counselors are expert in far more than academic advising.
>
> Too much counseling specialization in a given (academic) area might prove to be detrimental to a counselor's effectiveness in helping all students.

As data presented in Table 21 indicate, the second closely related dimension on which faculty and counselor sub-groups differ significantly involves decentralization of counseling services as a solution approach (Item 21, $z = 5.21$). Again, the data presented in Table 11 indicate that teaching faculty strongly favor the decentralization of counseling services and the physical relocation of counselors in the various academic divisions throughout the campus (Item 21). The faculty sub-group considers this solution approach beneficial not only to them but also to students, since it would locate the counselors in the mainstream of the campus where faculty and students are. Again, the data in Table 11 indicate that teaching faculty see this solution approach as a desirable way for counselors to co-mingle with faculty and with students. The counselor sub-group, however, does not appear to look favorably on this solution approach. The data presented in Table 13

Table 21

Results of z Tests between Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Solution Statements

Item Number	Faculty (N = 146) Mean	Standard Deviation	Counselor (N = 21) Standard Deviation	Mean	z Value*
21.	4.12	1.26	1.09	2.76	5.21
22.	4.32	1.07	1.21	2.81	5.41
23.	3.84	0.80	0.55	4.00	-1.20
24.	4.67	0.71	0.46	4.71	-0.37
25.	4.59	0.90	0.36	4.86	-2.48
26.	3.15	0.86	0.58	3.33	-1.26
27.	3.03	0.90	0.68	3.20	-0.94
28.	3.08	0.82	0.75	3.10	-0.07
29.	3.10	0.90	0.75	3.48	-2.11
30.	4.40	1.12	0.64	4.71	-1.88
31.	1.88	1.34	1.34	2.00	-0.37
32.	2.06	1.32	1.35	2.68	-1.94
33.	2.93	0.97	0.80	3.33	-2.09
34.	2.91	1.07	0.89	3.24	-1.53
35.	4.51	0.93	0.51	4.81	-2.24
36.	4.55	0.89	0.93	4.52	0.11
37.	3.80	0.75	0.48	3.86	-0.51
38.	2.99	0.76	0.64	3.29	-1.90
39.	3.25	0.89	0.80	3.33	-0.42
40.	3.79	0.95	0.71	4.00	-1.22

*Significant differences are underlined. (The z value is significant at .05 level if $z > 1.96$ or < -1.96)

show that this item is among the counselors' least preferred solution approaches, and they accordingly rank Item 21 low, eighteenth, among the twenty prioritized solution approaches.

Comments representative of these differing opinions of faculty and counselor respondents follow:

Faculty comments:

> I strongly recommend the partial decentralization of counseling services. Such decentralization would provide ready availability of counselors to teachers and, more importantly, to students.
>
> I strongly support the decentralization of counseling services. Short of this, I suggest that (the job category of) counselors be dispensed with.

Counselor comments:

> As long as SOLAR (Student on-line Advance Registration) is a reality, total decentralization is not practical.
>
> Because counseling and other student services are so interdependent (records, SOLAR, deans, testing, career planning, career library, etc.), it would not be practical to scatter the counselors around the campus.

Other dimensions on which faculty and counselor sub-groups differ include solution approach Items 29, 25, 35, and 33. Analysis of data presented in Table 21 reveals that a significant difference between sub-group means exists in each of these solution approach items. In Item 29 ($z = -2.11$), the data suggest that the counselor sub-group considers devising activities to emphasize the commonality of goals of the counseling and advisement and campus instructional programs more important than do their faculty colleagues. Data presented in Table 13 show that the counselor sub-group ranks this solution approach ninth among 20 items, while the faculty sub-group ranks it thirteenth (Table 11).

A significant difference between sub-group mean scores ($z = -2.09$) also is observed in Item 33, as the data in Table 21 indicate. The findings presented in Table 13 show that the counselor sub-group ranks this solution approach, which recommends their functioning as learning process consultants to the teaching faculty, as considerably more important (rank 12) in problem resolution than do faculty respondents, who rank it seventeenth (Table 11).

As data presented in Tables 11 (page 88) and 13 (page 90) indicate, in two of these items where there is a significant difference in mean scores, Items 25 and 35, both faculty and counselor sub-groups agree in ranking the two solution approaches maximum priority. Counselors rank Item 25, a solution approach which proposes creating continuing opportunities for faculty and counselors to interact with each other and with students, as top priority, and faculty rank it second. As data in Table 21 suggest, in spite of the close agreement between the sub-groups in ranking this item, the variability of responses within the two sub-groups contributed to the finding of a significant difference in sub-group mean scores ($z = -2.48$).

Data presented in Tables 11 and 13 also show that both sub-groups agree on ranking Item 35 maximum priority in problem resolution. Counselors rank Item 35, a solution approach item proposing emphasis on institutional commitment to whole student development, second and faculty rank it fourth. As data in Table 21 suggest, even with close agreement between the sub-groups in ranking this item, the variability of responses within the two sub-groups contributed to the finding of a significant difference in sub-group mean scores ($z = -2.24$).

In summary then, on the second Delphi questionnaire, results of the z tests show significant differences in the mean scores of the faculty and counselor sub-groups on only two of the twenty causal statements, Items 10 and 14, and on six of the twenty solution statements, Items 21, 22, 25, 29, 33, and 35. The data presented in Tables 20 and 21 not only indicate that there is difference between the sub-groups in this study but also that there is considerable variance of response, or difference of opinion, within the faculty and counselor sub-groups of the target population.

As the answer to research question 3 was sought, a more specific related question also was explored. What is the correlation between the rankings of the faculty sub-group and counselor sub-group on the causal and solution statements, after participating in rounds one and two of the Delphi probe? To answer this question, a rank order correlation was done for each sub-group for the twenty causal statements and twenty solution statements on the second Delphi questionnaire (Tables 22 and 23.) In analyzing these data, high correlation was equated with agreement between the two sub-groups. The discussion of this question was related closely to the more general research question 3.

From the data in Table 22, a rank order correlation of the twenty causal statements was computed. A correlation coefficient of .89 was obtained. This indicates 79 percent (R^2) agreement (Hays, 1963; Roscoe, 1969) in the way faculty and counselor sub-groups rank the causal statements. Since in this study, high correlation is equated with agreement between sub-groups on priority rankings, the two sub-groups are considered to be in very high agreement, 79 percent, as to ranking of problem causes.

Further analysis of the data in Table 22 indicates that Items 14 and 15 contribute heavily to the disagreement between the two sub-groups in prioritizing the problem causes. By removing these two items a rank

Table 22

Rankings of Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Causal Statements*

Item Number	(N = 146) Faculty Rank	(N = 21) Counselor Rank	Difference in Rank
1.	4	6	2
2.	2	2	0
3.	1	1	0
4.	3	3	0
5.	19	19	0
6.	7	10	3
7.	17	15	2
8.	20	20	0
9.	8	4	4
10.	18	18	0
11.	13	13	0
12.	11	12	1
13.	9	7	2
14.	16	8	8
15.	12	17	5
16.	15	14	1
17.	6	5	1
18.	5	9	4
19.	10	11	1
20.	14	16	2

*Complete wording of causal statements may be found on page 190

order correlation coefficient of .94 results, and the agreement in faculty and counselor sub-group rankings increases from 79 percent to 87 percent (R^2). For purposes of this study, it can be said that these two causal items contribute 38 percent of the disagreement between the two sub-groups as to ranking of problem causes. These two causal statements are:

> Item 14. Lack of understanding by faculty of the community college philosophy, which includes provision of extensive counseling and career guidance.
>
> Item 15. Lack of clear commitment to the student by counselor-advisors.

From the data in Table 23, a rank order correlation of the twenty solution statements was computed. A correlation coefficient of .74 was obtained. This indicates 55 percent (R^2) agreement in the way faculty and counselor sub-groups rank the solution approaches. Thus, the two sub-groups are considered to be in high agreement on prioritizing the solution approaches to the organizational problem.

Further analysis of the data presented in Table 23 indicates that Items 21 and 22 contribute heavily to the disagreement between the two sub-groups on prioritizing the solution approaches. By removing these two items, 21 and 22, a rank order correlation coefficient of .89 is obtained and the agreement in ranking of the two sub-groups increases from 55 percent to 80 percent (R^2). Thus, it can be concluded that removing solution items 21 and 22 increases the agreement in ranking of the two sub-groups by 56 percent. For purposes of this study, it can be said that these two items contribute 56 percent of the disagreement between the two sub-groups as to ranking of the solution approaches. These two solution statements are:

Table 23

Rankings of Faculty and Counselor Sub-Groups
Second Delphi Questionnaire
Solution Statements*

Item Number	(N = 146) Faculty Rank	(N = 21) Counselor Rank	Difference in Rank
21.	7	18	11
22.	6	17	11
23.	8	6	2
24.	1	3	2
25.	2	1	1
26.	12	10	2
27.	15	15	0
28.	14	16	2
29.	13	9	4
30.	5	4	1
31.	20	20	0
32.	19	19	0
33.	17	12	5
34.	18	14	4
35.	4	2	2
36.	3	5	2
37.	9	8	1
38.	16	13	3
39.	11	11	0
40.	10	7	3

*Complete wording of solution statements may be found on page 192

Item 21. Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are.

Item 22. Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division.

On summary then, although the causal statements show a greater realtionship (R = .89) than the solution statements, (R = .74), a rank order correlation of the items of the second Delphi questionnaire reveals a very high and extremely dependable relationship between the rankings of these two sub-groups on problem causes and high relationship between their rankings on solution approaches.

Research question 3 and its corrolary question 4, suggest the following general query: Do the research findings suggest that there is a "student services perspective" that differs significantly from an "academic perspective," and if so, on what dimensions do these two perspectives differ? The discussion of this general question will be in the context of the considerations enumerated earlier on page 46 in Focus 2 of the study.

Analysis of the data already presented in the investigation of questions 2 and 3 provides little indication that there is a "student service perspective" that differs significantly from an "academic perspective." It can be said that the data suggest that the faculty sub-group sees physical separation and attendant isolation of faculty and students (Item 1, Tables 22) as a higher priority cause than does the counselor sub-group, although both groups consider it an important problem cause. Conversely, the counselor sub-group sees lack of trust between the two sub-groups (Item 9, Table 22) as a higher priority cause than does the faculty sub-group, but again both groups consider this an important problem cause. Counselors also consider academic faculty's limited understanding and acceptance of the community college philosophy and mission (Item 14, Table 22) a more important problem cause than do their instructor colleagues. However, recorded comments from both faculty and counselor respondents illustrate that both target groups are aware of the importance of this problem cause.

Actually, only two clear-cut dimensions of difference between the two target groups emerge in the study, and these dimensions are closely related. Data presented in Table 23 suggest that faculty strongly favor the assignment of counselors to specific academic areas (Item 22) and consider this a high priority solution approach to the identified problem, less than optimum cooperative interaction between counselors and faculty in the educational process. Counselors, however, do not appear to be as enthusiastic about this solution approach, as data presented in Table 23 reveal. Even so, recorded comments of counselor participants tend to moderate this differing opinion. Some of these comments are:

> Assigning counselors to academic divisions would serve the purpose at least of acquainting faculty with the types of tasks and responsibilities counselors have.
>
> Counseling specialists are not necessarily the answer, for instructors certainly can be "expert" academic advisors. Counselors are expert in far more than academic advising.
>
> Counselors should spend some time in each academic department, thereby gaining over-all expertise in academic advising, which admittedly we do not have.
>
> Counselors should engage in "fish bowl counseling" - they should be where the students are and easily accessible to them.
>
> Counselors could well develop more expertise in overall academic advising. We tend too often to be generalists, when the student may need specificity.

Such comments suggest that even this observed difference between sub-groups may not be so much a difference in professional perspective as it is a difference in logistical preferences.

Similarly, as data presented in Table 21 indicate, the second closely related item on which faculty and counselor sub-groups differ significantly involves decentralization of counseling services as a solution approach. Again, the data presented in Table 23 indicate that teaching faculty strongly favor the decentralization of counseling services and the physical relocation of counselors in the various academic divisions throughout the campus (Item 21), while counselors do not look as favorably on this solution approach. Again though, recorded comments of counselor respondents tend to moderate and qualify their differing opinion. Some representative comments are:

> As long as SOLAR (Student On-line Advance Registration) is a reality, total decentralization is not practical.
>
> Because counseling and other student services are so interdependent (records, SOLAR, deans, testing, career planning, career library, etc.), it would not be practical to scatter the counselors around the campus.
>
> Assign counselors to spend time in academic areas whenever, and if the traffic warrants.
>
> Decentralizing counseling services is not a practical means of functioning under the present responsibility counselors have for academic advisement, inasmuch as the logistics of getting student files back and forth to many locations around campus would pose problems. However, if this could be worked out, I would agree that decentralization of counseling services should take top priority.
>
> As long as SOLAR is a reality, total decentralization is impractical. Some part-time decentralization should be attempted though, as long as we can retain some type of central counseling services too.

Such comments again suggest that this observed difference between sub-groups may not be so much a difference in professional perspective as it is a genuine concern for logistical considerations that loom large in implementing this solution approach.

In summary then, analysis of data collected in rounds one and two of the Delphi exercise reveals little evidence to indicate existence of a "student services perspective" that differs significantly from an "academic perspective." In fact, the data in Tables 20 and 21 show that there is evidence to suggest that difference of opinion within the two target groups may well be as notable a finding as difference of opinion between the target groups.

Thus, a major objective of the study, which is to break down artificial separation between counselors and faculty through an action program designed to focus attention on the commonality of their perceptions and goals, appears to have been accomplished. More importantly, a process has been developed to create within the target population awareness of the issue and the need for positive change to facilitate synthesizing counseling and instructional services in a holistic approach to the teaching-learning process.

Results of Round Three of the Delphi Probe

The ten member cross-campus interaction panel, the action team, completed the third round of the Delphi probe to arrive at final consensus as to the most important causes and the prioritized solution approaches to the organizational problem. The results of the third and final round of the Delphi basically confirm the prioritization of the total target population in the second round. The results are presented in Tables 24 and 25. Tables 26 and 27 present the mean and mode scores for each causal and solution statement as ranked by the total target population in the second round of the Delphi probe and the action team

Table 24

Causal Statements by Category of Importance
Action Team (N = 10)
Round Three of Delphi*

Rank	Item Number	Mean	Mode
		High Priority	
1	3.	4.20	5
2	2.	3.90	4
2	4.	3.90	4
2	9.	3.90	4
3	18.	3.80	4
4	6.	3.70	4
5	1.	3.60	4
5	13.	3.60	3
6	14.	3.50	4
		Medium Priority	
7	19.	3.40	3
8	12.	3.30	3
8	17.	3.30	4
8	20.	3.30	3
9	7.	3.20	3
9	11.	3.20	3
9	16.	3.20	3
10	10.	3.10	3
11	15.	2.70	3
12	5.	2.60	2
		Low Priority	
13	8.	2.00	2

*Complete wording of causal statements may be found on page 190

Table 25

Solution Statements by Category of Importance
Action Team (N = 10)
Round Three of Delphi*

Rank	Item Number	Mean	Mode
		Maximum Priority	
1	25.	5.00	5
1	30.	5.00	5
2	36.	4.90	5
2	24.	4.90	5
3	35.	4.80	5
		High Priority	
4	23.	4.00	4
4	37.	4.00	4
5	40.	3.90	4
6	33.	3.60	3
6	39.	3.60	3
7	22.	3.50	5
7	29.	3.50	3
7	38.	3.50	3
		Medium Priority	
8	26.	3.40	3
8	27.	3.40	3
8	34.	3.40	3
9	28.	3.30	3
10	21.	3.20	5
11	32.	2.50	1
		Low Priority	
12	31.	1.80	1

*Complete wording of solution statements may be found on page 192

in the third and final round of the Delphi.

As data presented in Table 26 show, there are only two modal differences between the rankings of the action team and the total target population on the twenty causal statements. While both groups rank Item 14 in the high priority category, the modal score of the action team is higher (4) than that of the target population (3). Thus, both groups see faculty's apparent limited understanding, or acceptance, of the philosophical foundations of the community college system as an important problem cause, but the action team sees it as more important than the target population. Both the action team and the total target population agree that Item 8 is of low importance. Both groups rank it last among the twenty causal statements. However, the target population considers this item, attitudinal competitiveness between counselors and faculty, even less important than do members of the action team.

Data presented in Table 27 show that the action team and the total target population agree on the modal rankings of all the twenty solution statements. It is interesting to note that both the action team, in round three, and the total target population, in round two, have modal scores of 5 (maximum priority) on solution Items 21 and 22. However, the average score of these two groups shows that the total target population ranks both items higher (Item 21, $\bar{x}$=3.95; Item 22, $\bar{x}$ = 4.13) than does the action team (Item 21, $\bar{x}$ = 3.20; Item 22, $\bar{x}$ = 3.50).

In summary then, the results of the third and final round of the Delphi, completed by the action team, basically confirm the prioritization of the total target population in the second round.

In Focus 3, members of this cross-campus action team function as

Table 26

Results of Round Two and Round Three Delphi Questionnaires
Total Target Population and Action Team
Causal Statements

Item Number	Mean of Second Questionnaire (Target Population N = 167)	Mode of Second Questionnaire	Mode of Third Questionnaire	Mean of Third Questionnaire (Action Team N = 10)
1.	3.69	4	4	3.60
2.	3.97	4	4	3.90
3.	4.51	5	5	4.20
4.	3.78	4	4	3.90
5.	2.35	2	2	2.60
6.	3.57	4	4	3.70
7.	2.91	3	3	3.20
8.	1.86	1	2	2.00
9.	3.39	4	4	3.90
10.	2.85	3	3	3.10
11.	3.00	3	3	3.20
12.	3.11	3	3	3.30
13.	3.26	3	3	3.60
14.	2.98	3	4	3.50
15.	2.94	3	3	2.70
16.	2.95	3	3	3.20
17.	3.60	4	4	3.30
18.	3.68	4	4	3.80
19.	3.14	3	3	3.40
20.	2.93	3	3	3.30

Table 27

Results of Round Two and Round Three Delphi Questionnaires
Total Target Population and Action Team
Solution Statements

Item Number	Mean of Second Questionnaire (Target Population N = 167)	Mode of Second Questionnaire	Mode of Third Questionnaire	Mean of Third Questionnaire (Action Team N = 10)
21.	3.95	5	5	3.20
22.	4.13	5	5	3.50
23.	3.86	4	4	4.00
24.	4.68	5	5	4.90
25.	4.62	5	5	5.00
26.	3.17	3	3	3.40
27.	3.05	3	3	3.40
28.	3.08	3	3	3.30
29.	3.14	3	3	3.50
30.	4.44	5	5	5.00
31.	1.90	1	1	1.80
32.	2.13	1	1	2.50
33.	2.98	3	3	3.60
34.	2.95	3	3	3.40
35.	4.54	5	5	4.80
36.	4.54	5	5	4.90
37.	3.80	4	4	4.00
38.	3.03	3	3	3.50
39.	3.26	3	3	3.60
40.	3.81	4	4	3.90

as conveyors and interpreters of the consensus gathered in the total target population as they participate in group modeling procedure and develop a proposed plan to implement the prioritized solutions to the organizational problem, less than optimem cooperative interaction between counselors and academic faculty in the teaching-learning process.

The results of Focus 3 are presented in the final chapter of this report.

Chapter 5

SUMMARY AND IMPLICATIONS

SUMMARY

This major applied research project constitutes a community college action program for organizational development. The study specifically attempts to break down artificial separation between community college counselors and academic faculty to bring them into closer cooperative interaction in the educational process. The study has three focuses: 1) the action plan; 2) the consensus gathering exercise; and 3) the implementation plan. A summary of the results of the study's action program follows.

Focus 1: The Action Plan

This phase of the study included devising and implementing a cross-campus action program and process to develop in the target population, counselors and academic faculty, an awareness of the need to change to break down artificial separation between these two groups of educational professionals and focus attention on the commonality of their perceptions and goals. A ten member cross-campus interaction panel, consisting of representative members of the college community, participated in an on-going group process of problem identification, definition, and analysis. The members of this cross-campus action team were selected on the basis of interest in the problem and ability and willingness to work harmoniously in a group toward problem resolution.

Other criteria used in member selection included experience within the organizational system and representativeness of a cross section of S.P.J.C. clientele.

This action team formed the nucleus of the action program in the study which had organizational development as its major goal. Outputs of this cross-campus interaction panel include a continuity problem analysis matrix, which graphically illustrates the organizational problem as conceptualized by the action team, and probable causes and possible solutions to the problem, as outlined by the action team. (See Figure 1, p.) These causal and solution statements, generated by the action team and illustrated in the continuity matrix, became the content of the first round of the Delphi probe, the first Delphi questionnaire (Appendix B), in the consensus gathering phase of the study.

Major outcomes achieved by the cross-campus action team in Focus 1 include the following:

1. Breaking down barriers between team members and target groups;

2. Opening up communication between team members and target groups;

3. Establishing mutual respect and a climate of trust between team members and target groups;

4. Gaining perspective concerning the centrality of the general problem;

5. Focusing on the specific problem; and

6. Placing student development and needs at the center of this focus.

Focus 2: The Consensus Gathering Exercise

After generating the content of the first round of the Delphi probe, the cross-campus action team then moved out to get full interaction with the total target population, all full-time faculty and all counselors on both campuses of S.P.J.C., using a modified Delphi technique to gether consensus as to the priority of the problem causes and solutions. In round one, the listing of causal and solution statements developed by the action team was disseminated to the total target population for prioritizing. In round two, members of the target population reassessed their original rankings in light of summary data from the first questionnaire. (See Appendix C). Thus, this phase of the study included exploring the levels and dimensions of consensus reached in the total target population, all faculty and all counselors, and in the two sub-groups, after participating in a consensus gathering exercise.

A comparison of the results of the first and second round Delphi questionnaires reveals that the use of the modified Delphi technique produced a greater degree of consensus within the total target population, and within the two sub-groups, as to prioritized problem causes and solution approaches on the second round questionnaire than on the first round. The data for the total target population (Tables 14 and 15) show that in 90 percent of the twenty causal statements (18) and in 95 percent of the twenty solution statements (19), there is a convergence of the mean about the mode on the second questionnaire as compared to the first, which was a basic expectation in this study using a modified Delphi technique.

A greater degree of consensus also was produced within the faculty sub-group as to the prioritized problem causes and solution approaches on the second round questionnaire than on the first. Tables 16 and 17 show that in nineteen of the twenty causal statements (95%) and nineteen of the twenty solution statements (95%), there is a greater convergence of the mean about the mode on the second questionnaire as compared to the first.

Similarly, use of a modified Delphi procedure also produced a greater degree of consensus within the counselor sub-group, although this sub-group continued to show less agreement as to the ranking of the statements than did the total target population and the faculty sub-group. Tables 18 and 19 show that in eighteen of the twenty causal statements (90%) and fifteen of the twenty solution statements (75%), there is a greater convergence of the mean about the mode on the second questionnaire as compared to the first.

The data presented in Tables 8, 10, and 12 indicate that the total target population and the two sub-groups, faculty and counselors, appear to be in agreement as to four problem causes that they consider most important: limited personal interaction between counselors and faculty (Item 3); inadequate communication process between counselors and faculty (Item 2); heavy work loads and limited institutional resources (Item 4); and failure to recognize that both sub-groups share a primary purpose, to facilitate student development (Item 17).

Data presented in Tables 9, 11, and 13 show that the total target population, and the two sub-groups, appear to agree that eight solution approaches (Items 23, 24, 25, 30, 35, 36, 37, and 40) are of maximum priority and are closely related to the four most important problem causes. (See Appendix E for complete wording of the statements.) This causal/solution relationship reinforces the expectation that the researcher had when undertaking the study, i.e., that creation within the total target population of an awareness of the need for change, buttressed by feelings of commitment and responsibility engendered by their active involvement in problem resolution, would lead to desired action steps of change and enlightened decision-making among choices.

Although data presented in Tables 10 and 12 seem to suggest that faculty and counselor respondents differ in their ranking of causal Items 1, 6, 18, and 9, (Appendix E), further analysis of the data indicates that the differences between the sub-group means on these causal items are not significant (Rable 20). Results of the z tests presented in Table 20 show significant differences in the means of only two of the twenty faculty and counselor sub-group responses to causal statements, Items 10 ($z = 2.23$) and 14 ($z = -2.80$), on the second Delphi questionnaire. Thus, faculty consider counselors' apparent lack of understanding and appreciation of the rigors of teaching (Item 10) more important as a cause of the identified problem, less than optimum cooperative interaction between counselors and faculty in the educational process, than do their counselor colleagues. On the other hand, the counselor sub-group considers faculty's somewhat limited understanding, or acceptance, of the philosophical foundations of the community college and its mission (Item 14) to be more important as a problem cause than does the faculty sub-group.

Data presented in Tables 11 and 13 show that faculty and counselor participants differ on only two maximum or high priority solution approaches, Items 21 and 22. Faculty respondents rank these as high priority items, while counselor respondents rank them near the bottom of the medium priority category, rank 17 and 18, respectively, among twenty solution approaches. Thus, two closely related dimensions on which faculty and counselor sub-groups appear to differ emerge in the study. Results of the z tests (Table 21) show highly significant differences between sub-group mean scores on these two solution approach statements (Item 22, z = 5.41; Item 21, z = 5.20). These data appear to indicate that faculty strongly favor the assignment of counselors to specific academic areas as a preferred solution approach to resolve the identified organizational problem, less than optimum cooperative interaction between counselors and faculty in the educational process. Similarly, the data appear to indicate that teaching faculty strongly favor the decentralization of counseling services and the physical relocation of counselors in the various academic divisions throughout the campus. The data show that the counselor sub-group is less favorably disposed toward both of these solution approaches. Recorded comments of counselor participants seem to suggest, however, that this observed difference may not be so much a difference in professional perspective as it is a genuine concern for logistical considerations that loom large in the implementation of this solution approach. Further analysis of the data appears to indicate that these two solution approaches alone account for the major difference between the two sub-groups in their prioritizing of the solution approaches (Table 23).

Although the causal statements show a greater relationship than the solution statements, (Tables 22 and 23), a rank order correlation of the items of the second Delphi questionnaire reveals a very high and extremely dependable relationship between the rankings of these two sub-groups on problem causes (R = .89) and a high relationship between their rankings on solution approaches (R = .74).

Additional analysis of data in the study reveals not only that there is apparent difference between the sub-groups but also that there appears to be considerable variance of response, or difference of opinion, within the faculty and counselor sub-groups of the target population (Tables 20 and 21).

In summary then, analysis of data collected in rounds one and two of the Delphi exercise reveals little evidence to indicate existence of a "student services perspective" that differs substantially from an "academic perspective." In fact, the data suggest that differences of opinion within the two target groups may well be as notable a finding as differences of opinion between the target groups.

The ten member cross-campus interaction panel, the action team, then completed the third round of the Delphi probe to arrive at final consensus on the prioritized problem causes and solution approaches (Tables 24 and 25). The results of the third and final round of the Delphi probe basically confirmed the prioritization of the total target population in the second round (Tables 26 and 27). Having completed the final round of the consensus gathering exercise, the action team moved on to the final phase of the study, which included developing an implementation plan to prepare the way for positive change and synthesis of counseling and instructional services.

Focus 3: The Implementation Plan

The cross-campus action team then identified activities to reduce or eliminate the most important causes of the organizational problem and participated in group modeling procedure to develop a proposed plan to implement the prioritized solution approaches. This information is presented in Figure 2, the completed continuity problem analysis matrix, which is a graphic picture illustrating the functional linkage among problem analysis, causal definition, solution approaches, and program activity. The most important causes of the problem and the prioritized solution approaches were identified by the action team and the total target population through the consensus gathering exercise, as outlined in Focus 2. (See Tables 14 through 19 and Tables 24 through 27.) The action team then developed a proposed implementation plan to synthesize counseling and instructional services in a holistic approach to the teaching-learning process. This implementation plan includes: timing; PERT chart; responsibility stipulation; activities outline; people involvement; and dissemination of the implementation plan for solving the organizational problem to the target population and to all clientele groups of the system. This implementation plan is presented in the following section.

THE IMPLEMENTATION PLAN

Rationale and Perspective

A major objective of this study is to break down artificial separation between counselors and faculty through an action program designed to focus attention on the commonality of their perceptions and goals. An additional objective of the study is to create within the total target population an awareness of the need for change to facilitate synthesis of instructional and counseling services in a holistic approach to the teaching-learning process. Accordingly, in Focus 2, the cross-campus action team made provisions to insure involvement of the total target population, all counselors and all faculty, in a modified

SOLUTION APPROACHES

PROGRAM ACTIVITY	Devise improved communication system	Structure for faculty-counselor-student interaction	Make academic advising & career counseling a joint responsibility	Internalize institutional commitment to student development	Devise activities to increase trust & positive relationships	Assign counselors to specific academic divisions	Decentralize counseling services	Involve counselors in curriculum & instruction	Devise activities presenting the educational process as an opportunity for shared personal growth	Devise activities to acquaint counselors & faculty with role & responsibilities of the other
Cooperate with faculty in designing multi-sensory individualized learning packages	●	●						●		●
Organize series of student-counselor-faculty interaction groups	●	●	●	●	●				●	●
Plan joint faculty-counselor effort to design "intervention packets" for student self-management	●		●	●	●				●	●
Plan & develop with faculty & students a referral system & center	●	●	●	●	●		●		●	●
Develop series of staff development seminars	●			●					●	●
Invite coordinators of instruction programs & interested faculty to student development meetings	●	●			●					●
Invite dean of instruction & division directors to student services staff meetings	●				●					●
Select a liaison counselor/learning process consultant for each academic division	●					●		●		●
Publish & distribute to faculty monthly newsletter, Student Development "Hot Flashes"	●									
Plan monthly faculty-counselor "meet 'n Eat" campus luncheon mixers	●	●			●					

PROBLEM STATEMENT

Less than optimum cooperative interaction between counselors and faculty

CAUSES	Devise improved communication system	Structure for faculty-counselor-student interaction	Make academic advising & career counseling a joint responsibility	Internalize institutional commitment to student development	Devise activities to increase trust & positive relationships	Assign counselors to specific academic divisions	Decentralize counseling services	Involve counselors in curriculum & instruction	Devise activities presenting the educational process as an opportunity for shared personal growth	Devise activities to acquaint counselors & faculty with role & responsibilities of the other
Lack of trust	●	●	●		●				●	●
Unclear program objectives				●						●
Lack of recognition of commonality of purpose			●	●		●		●	●	●
Counselor failure to function as learning process consultants			●			●		●	●	●
Physical separation		●	●			●	●			
Heavy workload & limited resources			●			●				
Inadequate communication	●	●	●		●		●		●	●
Little personal interaction	●	●	●		●	●	●	●	●	●

Figure 2
CONTINUITY PROBLEM ANALYSIS MATRIX

Delphi procedure employed to gather consensus as to the most important causes of the organizational problem and the prioritized solution approaches. Thus, in developing the proposed implementation plan, the investigator and the action team relied heavily on the results of the consensus gathering exercise involving the total target population.

In developing the proposed implementation plan, the investigator and the action team conceptualized student services as having primarily an educational function, rather than merely providing adjunct services. Therefore, since student growth and development proceed through the psycho-social environment of the college, the action team concludes that student services efforts must be directed toward unification with academic faculty "in pursuit of a curriculum environment commensurate with contemporary individual and societal needs" (Abel, 1974, p. 2). The comment of a faculty participant seems to underscore this observation:

> Although I have no illusions about the likelihood of our ever arriving at consensual institutional goals, I still hold that the meaning of any operation, academic or counseling, can be derived only from its context. Therefore, institutional goals based on societal consensus and the resources to realize them seem to be the basis that is required to design and measure operations. I have given maximum priority to those items on the inventory.

Many of the comments of the faculty and counselor participants in the Delphi probe (Appendix F) reinforced the action team's belief that the curriculum has been and still remains the center for the teaching-learning process. Accordingly, indications are that impact on the largest number of students may be made through the curriculum. Toffler (1970) agrees with this observation but also notes that the present curriculum is in dire need of revision. Similarly, Axelrod (1969) calls for new curriculum models that are based on redefining teaching and learning as a single process of cooperative inquiry between students and educational professionals. New models for curriculum then, must be based on principles of student growth and development, with counselors and faculty functioning cooperatively to facilitate such growth.

It is the consensus of the cross-campus action team that the curriculum should encompass not only knowledge development but also skill building in decision-making and human communication. Consequently, members of the action team see counselor-educators, as well as other student services educators, as having meaningful contributions to make to the curricular environment of the college. As behavioral specialists, they can become experts in creating learning environments and can become a unifying force in bringing together faculty, administrators, and students in pursuit of mutual objectives. In this role, then, counselor-educators can and should provide a valuable service to the college community by assuring students learning experiences, based on principles of learning, that are meaningful to their life aspirations. Observations of the action team and comments of faculty and counselor participants in the Delphi exercise (Appendix F) confirm the findings of Stamatakos and Oliaro (1972), which suggest that student services personnel must develop their potential as educators in order to become active in creating effective learning environments, rather than being controlled by the extant college environment.

Thus, the action team concludes that counselor-educators must move out of their present relatively static framework and reorient themselves toward perceiving their operation in developmental phases over continuing periods of time. To achieve this desired merger with academic faculty, the investigator and the action team agree that counselor-educators should take the initiative in attempting to determine where they are in this process and in what direction they should move to facilitate optimum cooperative interaction.

Ponzo (1974) observes that counselors are becoming more aware of the importance of working with large systems to bring about change that will influence individuals. For many reasons, systems tend to resist change. The strength of this resistance appears to be dependent on the system's awareness of its need to change and its confidence in its ability to change. In the course of the study, the members of the action team came to realize that if they are to serve as change agents to persuade other college colleagues to change, they themselves must demonstrate openness, modeling their own willingness to change and compromise.

As the study progressed, it became increasingly clear to the action team that self-awareness is not a one-time learning task but an on-going process that keeps persons in touch with the changes in themselves and the world about them. Thus, in developing the proposed implementation plan, the action team and the investigator reflected information gathered from the target population in the Delphi probe and stressed involvement in experiences that improve self-understanding. In addition, the action team soon came to realize that to effectively bring about lasting change, it is necessary to learn first how the established system operates. Then the change agent can become more like a consultant who facilitates change rather than an interloper who demands it and thereby may be perceived as a threat.

Finally, the action team members became increasingly aware that their participation in this group modeling procedure has provided and continues to provide an opportunity for personal and professional growth as well as a process for organizational development. Outcomes of the action program and process which the proposed implementation plan expect to accomplish include the following:

1. Creating awareness of the need for change within the organization and within individuals;

2. Creating a climate supportive of such positive change; and

3. Creating a process designed to facilitate the continued action steps of on-going change.

It is anticipated that the cross-campus interaction panel, the action team, will continue to function after completion of the present study, serving as a catalyst and a model action process through which positive organizational change and enlightened decision-making can be facilitated.

Development of the Implementation Plan

The final task involved in constructing the continuity matrix includes designing activities necessary to implement the prioritized solution approaches identified in the consensus gathering exercise involving the total target population. While doing this, the action team found it important to remember that solution approaches inevitably have side effects, because they are new activities being introduced into a structured, on-going organizational system. Accordingly, the action team and the investigator attempted to guage the essential program inputs and to estimate the impact of the prioritized solution approaches, identified by the total target population in the Delphi probe, on the remainder of the system as they developed the implementation plan.

In developing change strategies and in building the implementation action steps, the investigator and the action team perceived the operations in developmental phases occurring over a period of time. Utilizing the results of the Delphi probe, the cross-campus action team conceptualized these developmental phases as follows:

1. Counselors and other student services practitioners lay the grounwork for establishing comfortable working relationships with academic faculty and administrators in pursuit of mutual objectives:
    a. Getting acquainted as persons;
    b. Planning informal social-recreational activities;
    c. Identifying common interests and abilities;
    d. Developing attitudes of openness and trust;
    e. Establishing effective communication channels; and
    f. Pursuing common interests and objectives.
2. Counselors and other student services practitioners involve their instructional and administrative colleagues in devising clusters of specific activities aimed at unification of their efforts in pursuit of mutual objectives:
    a. In curriculum matters;
    b. In instructional matters;
    c. In matters of student campus life;
    d. In staff development in-service training programs;
    e. In broad participation in decision making in matters that concern the entire college community;
    f. In academic advising and career counseling;
    g. In program development;
    h. In goal setting; and
    i. In the management of change as it relates to ideas, persons, organizations, and processes.
3. Counselors, and other student services practitioners, take the lead in designing and implementing follow-up activities to support and reinforce in the target population the condition of awareness and the feelings of commitment and responsibility that will assure the continuing action steps of positive change and enlightened decision making.

Action steps designed by the cross-campus action team and the investigator to implement developmental phase 1 are as follows:

1. Investigator summarizes results of the study designed to break down artificial separation between counselors and academic faculty through an action program designed to focus attention on the commonality of their perceptions and goals (May, 1975).
2. Investigator disseminates results of the study to the target population and to all clientele groups of the system (May, 1975).
3. Director of student development, the investigator, disseminates future's planning questionnaire to all counselors asking their past and present college committee service, high school liaison assignments, assessment of their areas of professional interest and expertise, etc. (May, 1975).
4. Deans and associate deans and directors of student services programs invite instructional division directors and assistant directors to joint caucus on a regular monthly basis beginning July 1, 1975.
5. Counselors invite coordinators of instructional programs, including coordinator of evening classes, to caucus on a regular basis beginning July 1, 1975.
6. Director of student development, the investigator, joins director of student campus life in editing a brief monthly newsletter "Hot Flashes," to be distributed to all instructional and student services staff and their career employees (First "Flash", August, 1975).
7. One counselor selected to meet with each instructional division as its liaison counselor and learning process consultant (August, 1975 through July, 1976).
8. Dean and associate dean of student services and director of student development invite dean of campus instruction and director of instructional development to meet with them and with directors of student campus life and student records (September, 1975).
9. "Meet 'n Eat" monthly on-campus lunch break mixers start September, 1975. Student services staff will entertain instructional staff. A different division will be invited each month (September-April, 1976).
10. Dean and associate dean of student services invite the president to join in any and all of the "Meet 'n Eat" monthly on-campus lunch break mixers (September-April, 1976).
11. Action team and investigator plan series of mini-questionnaires to academic faculty for grass-roots feedback on "thorny" problems, practices, and procedures (September, 1975).

12. Deans and associate deans of student services invite central staff dean and associate dean of academic affairs for luncheon meeting once each session (first meeting: October, 1975).

13. Cross-campus caucus planned once each session (October, 1975, March, 1976, and June, 1976).

Ideally, professional development programs are a continuing aspect of activity in an organization alert to the importance of the action steps of positive change. Accordingly, the following recommendations are made for action to implement developmental phase 2 and facilitate human resource development:

1. Deans and associate deans of student services and their staff request instructional division directors to join them in planning "staff development for student development" seminars (October, 1975, to June, 1976). Some topics proposed for these seminars might include:

    a. Development of human potential;

    b. Improving self-understanding;

    c. Trust building;

    d. Values clarification;

    e. Problem solving;

    f. Decision making;

    g. Decision implementing;

    h. Learning process consultation (cognitive mapping, learning styles, etc.);

    i. Instructional modes;

    j. Community internships;

    k. The "new student;"

    l. Philosophy and mission of the community junior college;

    m. Life-long learning;

    n. Adaptability and future's thinking; and

    o. Management of change.

2. Director of student development, the investigator, and counselors take initiative in involving their academic colleagues and students in planning a referral system and center:

    a. To meet the needs of students;

    b. To offer to the various segments of the college professional consultation on educational programs; and

    c. To maximize counselor, instructor, student, community interaction and resource utilization (October, 1975, to May, 1976).

3. Cooperative effort to design materials, "intervention packets," for referral center, thereby unifying counselor/faculty efforts in pursuit of mutual objectives and student self-management:

    a. Campus information packets;

    b. Community information packets;

    c. Transfer and articulation information packets;

    d. Career information packets;

    e. Study habits information packets;

    f. Decision-making skills packets; and

    g. Problem-solving skills packets.

    Center staffing proposal: Counselor on call and instructor and student volunteers (October, 1975, to July, 1976).

4. Directors of student campus life and counselors invite instructors to join students in student government association sponsorship of community-centered student forum and write-in - "If I Had My Druthers - What I need from a college education - constructive suggestions for positive change -" (October, 1975).

5. Director of student development, the investigator, and director of student campus life involve instructional and counseling personnel and student representatives in planning and developing interaction groups (October, 1975, to April, 1976).

6. Directors of student campus life involve instructors, counselors, deans and students in S.G.A.-sponsored campus talent show - "Let's Get It All Together" - or those who play together stay together! (November, 1975.)

7. Deans and associate deans of student services take initiative in encouraging counselors and all student services personnel to demonstrate their leadership on campus through involving themselves in various segments of the academic community in reviewing present

policies and/or establishing new ones (September, 1975 to May, 1976).

8. Evaluation and future's planning regarding action program and specific activities aimed at unification of instructor and counselor efforts in pursuit of mutual objectives facilitating student development:

    a. Ad hoc task force made up of counselor, instructor, student and administrator representatives to be appointed by the action team (March, 1976).

    b. Action team to receive and summarize task force evaluation report and disseminate to the target population for their information and response (April, 1976).

    c. After this feed-back, action team to design, implement, and monitor continuing action steps of change (May, 1976, and through 1976-77 academic year).

Action steps designed to implement developmental phase 3 include the evaluation of the action program and its specific program activities and future's planning steps outlined in step 8 above, and also include developing continuing provisions for:

1. Effective recruitment of counselors, teaching faculty and students to participate in the action program;

2. Individual development of these educational professionals and student participants;

3. Feed-back and self-criticism of the action program and process; and

4. Fostering an educational climate of openness and keeping communication channels open to all clientele in the system.

It can be concluded that a major objective of the study, to break down artificial separation between counselors and academic faculty through an action program designed to focus attention on the commonality of their perceptions and goals, appears to have been accomplished through the consensus gathering exercise and the action plan. More importantly, it can be concluded that a process has been developed to create within the target population awareness of the issue and the need for positive change. Hopefully, then, the action program will succeed over the long term in providing a process for reinforcing in the target population the condition of awareness and the feelings of commitment and responsibility that accompany total involvement and assure the continued action steps of positive change to unify counseling and instructional services in a holistic approach to the educational process.

Guidelines for Change

The broad recommendation of the action team and the investigator is that the college continue to strive toward the ideal of full utilization of all human resources. A more specific recommendation is that the college strive toward the improvement of organizational practices and individual conditions to facilitate optimum cooperative interaction between academic faculty and counselors in the teaching-learning process. The expected outcome of such optimum interaction between these two groups of educational professionals is the maximizing of both student development and organizational impact on society.

IMPLICATIONS

In our rapidly changing society, how can community college faculty and counselors interact more effectively in the educational process to meet the needs of their diverse clientele?

The community junior college is the most rapidly developing educational institution in the nation. As four-year public institutions become increasingly selective and concentrate more on upper division and graduate level education, the community junior colleges are being called upon to open the door of educational opportunity to additional thousands of students. In 1967, a legislative mandate to provide with equal emphasis programs of college transfer, vocational studies, and community service classes was spelled out in House Bill 548 and since has been a major goal of the community junior college.

This open door of educational opportunity carries with it the difficult challenge to educate highly diversified student clientele. In the foreseeable future, all citizens may well have the opportunity to benefit from post-secondary education. An increasing proportion of these young and not so young people are enrolling in public community junior colleges. How effectively is this diverse clientele being served?

Medsker (1972) tells us that today's community college students insist on being involved in planning their educational experiences with a view toward identifying what seems relevant. He further states that even though the students must integrate and synthesize their total educational experience while in the community junior college, the college itself has a responsibility for assisting them in doing so. Thus, the college must be concerned about "what it can do to assist students in establishing a personal philosophy in disconcerting times, how it can contribute to their personal growth and development, how it can ease tensions that may block learning and growth, how it may facilitate their desire to participate in socially meaningful activities, and a host of other factors that make the difference between the cognitive and affective domain." (Medsker, 1972, p. 3.)

The implications of the findings of this study underscore Medsker's (1972) observations. A comment from one of the counselor respondents further accentuates this:

> The most important thing this research project could possibly accomplish would be to make counselors and faculty more aware of the commonality of their goals - how counselors and instructors should be working hand and glove toward staff and student development - how they share a common institutional goal."

The study and its findings have served a communication function among teaching faculty, student services practitioners, and students and illustrate the college's movement toward a humanistic management philosophy. Since attitude often is the first step to problem solving and thus to goal achievement, the promotion of a positive attitudinal climate during the study has served to "spill over" in the general relationship between counselors and faculty. This finding implies the continuation of this positive climate which fosters attitudes of openness and trust conducive to positive change. A more favorable climate of opinion toward student services programs appears to exist now that the student development program is conceptualized as growing out of the basic philosophy and objectives of S.P.J.C.

The findings of the study have also implied a certain flexibility among counselors that appears to be disarming to faculty. Counselors, in their responses and comments, have exhibited an important willingness to admit deficiencies, to inquire, and to be willing to experiment and to depart from the status quo. Again, counselor comments illustrate their willingness to admit deficiencies, a characteristic vitally important to effective team effort:

> Counselors should spend some time in each academic division thereby gaining overall expertise in academic advising, which admittedly we do not have.
>
> Counselors could well develop more expertise in overall academic advising. We tend too often to be generalists, when the student may need specificity.

A surprising number of faculty and counselor participants in the study used the Delphi questionnaire, as one respondent so aptly noted, "as a vehicle to do some reflective thinking." And how perceptive was this reflective thinking! Insights evidenced in respondent comments include the following:

> Too often we become fragmented and then compartmentalized and end up in a partial state of isolation. We develop a feeling that our function is the most important and that others really don't understand how important we are. In fact, we are victims of our own inward looking! Each of us must redevelop our commitment to the primary purpose of this institution and then use personal initiative to see that the job gets done properly.
>
> Each executive area is caught up in its own perceived importance, and too little time has been spent considering the mutuality of purposes of instruction and counseling and advisement.
>
> Until and unless counselors and faculty come to care about themselves, each other, and their students, no system of communication will succeed.
>
> We must all constantly remind ourselves of the philosophical base upon which the community college system is built.
>
> We as individuals must take the initiative to devise dynamic communication systems. But let's face it! We're lazy, and we want someone else to do it, and then we'll probably find excuses not to participate!
>
> It has been an experience in the past to watch us flounder around without clearly stated objectives. Hopefully, our 1975-76 reorganization will change all this. I will be interested in how our planning experts measure progress.
>
> The neglected area of whole student growth cries out for attention. Teachers are not contributing nearly enough. Both counselors and teachers should make this a priority objective.
>
> The system does not need counselors as separate employees; all community college instructors should be counselors. Therefore, counselors now employed should be full-time instructors, not just teach one course. I guess what I am saying is that the system has artificially created two job descriptions that actually are one. We are all counselor-instructors. If we're not, we ought to get out of the business.

This comment serves to support Koehnline and Blocker (1970, p. 10) who express a strong bias against making any overt split between "any pairs of related 'opposites' which can become the focus of exclusive and mutually hostile groupings within the faculty and related (community college) professional staff." These authors believe that the only effective way to prevent destructive competition is to prevent the development of these mutually exclusive groupings and thus avoid polarization. They particularly emphasize the importance of attempting to eliminate the destructive dichotomy between teaching faculty and counseling faculty, as well as among other pairs of related "opposites."

The willingness on the part of both groups of educational professionals to look long and hard at the problem and to do some serious "reflective thinking" about it augers well for the prospect of positive individual and institutional change. These findings imply recognition that awareness and attitudinal change precede choice, and that choice should precede the action steps of positive change (Hall, 1971) that will be reflected in programs, policies, and procedures. This willingness to work together, to challenge, to explore, to experiment, to share a common goal of facilitating whole student growth and development is heartening. So the dedication is, and hopefully will continue to be, "the whole institution for the whole student," as Hardee (1959, p. 40) states in a classic work relating to the faculty in college counseling. The present study's finding reinforces Hardee's recommendation that students, teaching faculty, counselors, and administrators sit down together to deliberate about the whole student in the whole institution. The goal in such deliberations directed toward the counseling of students is to effect understanding among all college groups, "with individuals working in combination without fear, distrust, contempt, and indifference . . . ."

The findings imply, then, that both counselors and academic faculty are concerned about the growth and development of students from many backgrounds and with various levels of ability and attainment. Both groups of educational professionals also are concerned with academic excellence, but due to the heterogeneity of the student body, they realize that this excellence must be defined in terms of the individual. Thus, each student must be given assistance in developing according to his/her peculiar background and set of abilities.

This finding tends to support Parker's (1971)contention that by drawing from the behavioral sciences, it is possible to conceptualize post-secondary education as a developmental community with available "power factors" to promote desirable changes in students. Parker recommends the establishment of a broadly based center that would study the college's efforts to meet the needs of its students and simultaneously offer to the various segments of the college professional consultation on educational programs. The present study proposes the development of a referral center and system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole student growth in values clarification, problem-solving, and decision-making. Such a referral center would become the hub of educational development on the campus and, as a research-dissemination-consultation unit, would enable informed professional educators to "give away their knowledge of student development," to paraphrase Miller (1969).

These findings imply, as Shaffer (1973) holds, that the student services field must contribute to the total organizational development of the individual student if it is to remain a significant force in higher education. Accordingly, the study's findings imply the importance of counselors, and other student services personnel, demonstrating their leadership on campus through consciously involving themselves in various segments of the academic community in reviewing present policies or establishing new ones, as Shaffer (1966) suggests, and through striving to promote broad participation in decision-making on matters that concern the entire college community. A counselor-respondent's comment implying awareness of this important leadership function follows:

> If we as counselors demonstrate our skill as behavioral specialists and social scientists, hopefully our expertise will be recognized, valued, and sought in the instructional process and in the total academic community.

Thus, the implications of this finding become clear, for staff development and student development are but two sides of the same coin of institutional development. If an organization is to develop continuous self-renewal capabilities, it must have an effective program for recruitment and individual development, recognizing that people are the ultimate source of renewal. It must also have built-in provisions for feed-back and self-criticism, which, as the results of this study imply, depend on an openness of communication channels.

Finally, and in agreement with Toffler's (1970) councils of the future plan, the findings of the study suggest that the institution must be interested in what it can become, rather than what it has been. Responses and comments from both faculty and counselor sub-groups in the study suggest this readiness to look forward and to plan for the future. Many respondents voiced their anticipation of positive change and forward movement as a by-product of the 1975-76 institutional reorganization plan. Many also recognize the importance of fostering an institutional climate conducive to positive change in this period of reorganization characterized by limited institutional resources. Many academic faculty also acknowledge the inappropriateness of "teaching a course" rather than participating with students in the teaching-learning process. This finding implies a shift away from emphasis on acquisition of subject matter alone to emphasis on the whole student as a participant in a life-long learning experience.

Analysis of data collected in the Delphi exercise reveals little evidence to suggest the existence of a "student services perspective" that differs significantly from an "academic perspective." In fact, the findings imply that there is evidence to suggest that difference of opinion within the two target groups may well be as notable a finding as difference of opinion between the target groups.

Thus, a major objective of the study, which is to break down artificial separation between counselors and faculty through an action program designed to focus attention on the commonality of their perceptions and goals, appears to have been accomplished. More importantly, a process has been developed to create within the institution awareness of the issue and the need for positive change to facilitate synthesizing counseling and instructional services in a holistic approach to the teaching-learning process.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abel, Janice. Moving Toward the '80s in Student Personnel. *Chronicle Guidance Publications, Inc*. Moravia, New York, 1974.

Adelson, Marvin, ed. Planning Education for the Future. *American Behavioral Scientist*, Vol. 10, No. 17, March, 1967, pp. 1-31.

Appraisal and Development of Junior College Student Personnel Programs. *Proceedings of a Research Development Conference*, University of Chicago, April, 1964, Appendix F.

Axelrod, Joseph, et al. *Search for Relevance*. San Francisco: Jossey-Bass, Inc., 1969.

Bennett, Michael M. Unpublished address to full faculty, St. Petersburg Junior College, St. Petersburg, Florida, August 19, 1974.

Berg, Ernest H. Curriculum Development and Instruction: A Proposal for Reorganization. *Student Development Programs in the Community Junior College*. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 134-146.

Birenbaum, William M. *Overlive: Power, Poverty, and the University*. New York: Dell Publishing Co., 1969.

Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. *The Two-year College: A Social Synthesis*. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

________, and Richard C. Richardson, Jr. Teaching and Guidance Go Together. Junior College Journal, Vol. 39, No. 3, November, 1968, pp. 14-16.

Brunson, May A. *Guidance: An Integrating Process in Higher Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

________. Professional Development in a Time of Chage. *Journal of the National Association of Women Deans and Counselors*, Vol. 30, No. 4, Summer, 1967, pp. 151-153.

Chandler, Everett M. Student Affairs Administration in Transition. *Journal of College Student Personnel*, Vol. 14, No. 5, September, 1973, pp. 392-398.

Cohen, Arthur M. *Dateline '79: Heretical Concepts for the Community College*. Beverly Hills, California: Glencoe Press, 1969.

Collins, Charles C. Student Characteristics and Their Implication for Student Personnel Work. Student Development Programs in the Community Junior College. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 11-25.

Council of Student Personnel Associations in Higher Education - Statement of the Student Development Point of View. Approved October, 1971. National Association of Student Personnel Administrators Journal, Vol. 11, No. 3, Winter, 1974, p. 41.

Cross, K. Patricia. The Junior College Student: A Research Description. Princeton, New Jersey: Educational Testing Services, 1968.

Cutler, Richard L. The New Role of the Student in the Academic Society. Current Issues in Higher Education, 1966. ed. G. Kerry Smith. Washington, D.C.: American Association for Higher Education, 1966, pp. 154-157.

Cyphert, Frederick R., and Walter L. Gant. The Delphi Technique: A Tool for Collecting Opinions in Teacher Education. Journal of Teacher Education, Vol. 21, No. 3, Fall 1970, pp. 417-425.

________, and ________. The Delphi Technique: A Case Study. Phi Delta Kappan, No. 2, 1971, pp. 272-273.

Gardner, John. Self-renewal: The Individual and the Innovative Society. New York: Harper and Row, 1963.

Grant, Harold W. Student Development in the Community College. Student Development Programs in the Community Junior College. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 194-198.

Guidelines for Student Personnel Services in the Junior College. Prepared by a Task Force under the direction of Jane E. Matson, California State Department of Education, Sacramento, 1968. Unpublished.

Hall, Jay. The Awareness Model: A Rationale of Learning and its Application to Individual and Organizational Practices. Teleometrics International, 1971.

Hardee, Melvene Draheim. The Faculty in College Counseling. New York: McGraw Hill Book Co., 1959, p. 40.

Harvey, James. The Counseling Approach at Harper College. Junior College Journal, Vol. 38, No. 2, October, 1967, pp. 38-40.

Hays, William L. Statistics for Psychologists. New York: Holt, Rinehart and Winston, Inc., 1963, p. 502.

Helmer, Olaf, and Nicholas Rescher. On the Epistemology of the Inexact Sciences. Management Science, Vol. 6, No. 1, October, 1959, pp. 25-52.

Hoyt, Donald P. Research Needs in Junior College Student Personnel Work. Junior College Student Personnel Programs. Appraisal and Development: A Report to the Carnegie Corporation, Max R. Raines, Project Coordinator, November, 1965.

Judd, Robert C. Forecasting to Consensus Gathering, Delphi Grows up to College Needs. College and University Business, July, 1972, pp. 35-43.

Kelly, George A. The Psychology of Personal Constructs. New York: Norton and Company, 1955.

Kimball, J. H. Analysis of Institutional Objectives in Michigan Community Colleges. Unpublished doctoral dissertation, Michigan State University, 1960.

Kite, Robert H. A Continuity Matrix: A Management Aid for Educational Planners. Educational Technology, April, 1973, pp. 25-27.

Koehnline, William A., and Clyde E. Blocker. The Division Chairmen in the Community College. Junior College Journal, Vol. 40, No. 5, February, 1970, pp. 9-12.

LaPrad, Charles W., and Avon A. Bonner. An Innovation in Guidance at St. Johns River Junior College: Putting Theory into Practice. Florida Community Junior College Inter-institutional Research Council Topical paper, September, 1971.

Lewin, Kurt. A Dynamic Theory of Personality. New York and London: McGraw Hill Book Co., 1935.

________. Resolving Social Conflicts: Selected Papers on Group Dynamics. New York: Harper and Bros., 1948.

________. Group Decision and Social Change. Readings in Social Psychology. ed. Eleanor E. Maccoby, T.M. and E.L. Hartley. New York: Holt and Co., 1958.

Little, Augustus L. Goals for Community Service Programs in Florida's Public Community Colleges. Unpublished dissertation, University of Florida, August, 1974.

Matson, Jane E. Trends in Junior College Student Personnel Work. GT-70 Student Personnel Workshop. ed. James Harvey. William Rainey Harper College, 1968.

________. A Perspective on Student Personnel Services. Junior College Journal, Vol. 42, No. 6, March, 1972, pp. 48-52.

________. Characteristics of Students Who Withdraw from a Public Junior College. Unpublished doctoral dissertation, School of Education, Stanford University, 1955.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw Hill Book Co., 1960.

________. The Junior College Student. Junior College Student Personnel Programs: Appraisal and Development. A report to the Carnegie Corp., Max R. Raines, Project Coordinator, November, 1965.

________, and Dale Tillery. Breaking the Access Barrier - A Profile of Two-year Colleges. New York: McGraw Hill Book Co., 1971.

________. The Crucial Role of Student Personnel Services in the Junior College. Student Development Programs in the Community Junior College. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 2-10.

Mendenhall, William. Introduction to Probability and Statistics, 4th Ed. North Scituate, Mass.: Duxbury Press, 1975, p. 200.

Miller, G. A. Psychology as a Means of Promoting Human Welfare. American Psychologist, 1969, Vol. 24, pp. 1063-1975.

Monroe, Charles R. Profile of the Community College. San Francisco: Jossey-Bass, Inc., 1972.

Nelson, Mary. The Moraine Mix. Junior College Journal, Vol. 44, No. 2, October, 1973, p. 23.

Newman, Frank. Director of University Relations, Stanford University, Stanford, California, Chairman, HEW. Unpublished address, "Remembrance of Things Future." Delivered April 15, 1974, Chicago, Illinois, to a joint meeting of NASPA, NAWDAC, and ACPA.

________, et al. Report on Higher Education. Washington, D.C.: U.S. Government Printing Office, 1971.

Newton, Fred B. Prospectus: Student Personnel in the Community College. National Association of Student Personnel Administrators Journal, Vol. 11, No. 3, Winter, 1974, pp. 32-41.

O'Banion, Terry. An Academic Advising Model. Junior College Journal, Vol. 42, No. 6, March, 1972, pp. 62-69.

________. Exceptional Practices in Community Junior Colleges. Student Development Programs in the Community Junior College. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 180-193.

________, Alice Thurston, and James Gulden. Junior College Student Personnel Work: An Emerging Model. Student Development Programs in the Community Junior College. ed. Terry O'Banion and Alice Thurston. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 199-213.

Parker, Clyde A. Institutional Self-renewal in Higher Education. *Journal of College Student Personnel*, Vol. 12, No. 6, November, 1971, pp. 405-409.

Pascal, C. E., and G. H. Roid. A Method for Generating and Evaluating University or Departmental Course Objectives. *Educational Technology*, April, 1974.

Peterson, Richard E. *Toward Institutional Goal Consciousness*. Educational Testing Services, Princeton, New Jersey, 1971.

Ponzo, Zander. A Counselor and Change: Reminiscences and Resolutions. *The Personnel and Guidance Journal*, Vol. 53, No. 1, September, 1974, pp. 27-32.

Rasp, Alfred, Jr. Delphi: A Decision-Maker's Dream. *Nation's Schools*, Vol. 92, No. 1, July, 1973.

Richardson, Richard C., Jr. Needed: New Directions in Administration. *Junior College Journal*, Vol. 40, No. 6, March, 1970, pp. 16-22.

________, and Clyde E. Blocker. A Tri-level Concept of Personnel Services in Two-year Colleges. *Journal of College Student Personnel*, Vol. 9, No. 2, March, 1968, pp. 126-130.

Robinson, Donald W. The Role of the Faculty in the Development of Student-Personnel Services. *Junior College Journal*, Vol. 31, September, 1960, pp. 15-21.

Roscoe, John T. *Fundamental Statistics for the Behavioral Sciences*. New York: Holt, Rinehart and Winston, Inc., 1969, pp. 270-273.

Roueche, John E., and John C. Pitman. *A Modest Proposal - Students Can Learn*. San Francisco: Jossey-Bass, 1972.

St. Petersburg Junior College. Final Report of President's Committee to Develop Guidelines to Eliminate the Possibility of Discrimination Against Women at St. Petersburg Junior College. April, 1974.

St. Petersburg Junior College Planning System. Handbook for Organizational Development Workshops. Office of Educational Planning and Research, 1973, pp. 68-78.

St. Petersburg Junior College Planning System. Guidelines for Planning Fiscal Year 1975-76, June, 1974.

St. Petersburg Junior College. St. Petersburg Campus Survey of Faculty Perceptions of Counseling Needs and Services. R. R. Martens, August, 1974.

St. Petersburg Junior College Counseling and Advisement Program: Goals and Objectives, October, 1974.

Sanford, Nevitt. Where Colleges Fail. San Francisco: Jossey-Bass, 1967.

Schinoff, Richard B. A Study of the Perceptions of the Chief Student Personnel Administrators and the Chief Academic Affairs Administrators of Existent and Desired Involvement of Student Personnel Professionals in Selected Aspects of the Academic Affairs of the Community Colleges of Florida. Dissertation in progress, Florida State University, 1974-75.

Shaffer, Robert A. Issues and Problems in the Organization, Administration, and Development of College Student Personnel Programs in the Years Ahead. College Student Personnel Work in the Years Ahead. ed. Gordon Klopf. Washington, D. C.: American College Personnal Association, 1966.

Shaffer, Robert H. An Emerging Role of Student Personnel - Contributing to Organizational Effectiveness. Journal of College Student Personnel, Vol. 14, No. 5, September, 1973, pp. 386-391.

Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw Hill Book Co., 1956, p. 206.

Skaggs, Kenneth G. The Revolution in Education. Address given at a Directed Studies Conference sponsored by Florida State Department of Education, Division of Community Junior Colleges, in cooperation with Southeastern Education Laboratory, St. Petersburg Junior College, Clearwater Campus, April, 1967, pp. 25-45.

Stamatakos, Louis C. and Paul M. Oliaro. In-service Development: A Function of Student Personnel. National Association of Student Personnel Administrators Journal, Vol. 9, No. 4, 1972, pp. 269-273.

Tarcher, Martin. Leadership: Organization and Structure. In Search of Leaders. ed. G. K. Smith. Washington, D. C.: American Association of Higher Education, 1967.

Thornton, James W., Jr. The Community Junior College. Second Edition. New York: John Wiley and Sons, 1966.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Tuckman, Bruce W. Conducting Educational Research. New York: Harcourt Brace Jovanovich, Inc., 1972, pp. 225-226.

SELECTED BIBLIOGRAPHY

Asch, S. E. Effects of Group Pressure upon the Modification and Distortion of Judgments. *Readings in Social Psychology*, Third Edition. eds. Eleanor E. Maccoby, et al. London: Holt, Rinehardt and Winston, 1958.

Dalkey, Norman. *The Delphi Method: An Experimental Study of Group Opinion*. Santa Monica, California: The Rand Corp., June, 1969.

________, and Olaf Helmer. An Experimental Application of the Delphi Method to the Use of Experts. *Management Science*, Vol. 9, No. 1, April, 1963.

Gordon, Theodore J., and Olaf Helmer. *Report on a Long-range Forecasting Study*. Santa Monica, California: The Rand Corp., September, 1964.

Gross, Edward, and Paul J. Grambsch. *University Goals and Academic Power*. Washington, D. C.: American Council on Education, 1968.

Helmer, Olaf. *The Use of the Delphi Technique in Problems of Educational Innovations*. Santa Monica, California: The Rand Corp., 1966.

________. *Analysis of the Future: The Delphi Method*. Santa Monica, California: The Rand Corp., 1967.

Richardson, Richard C., Clyde E. Blocker, and Louis W. Bender. *Governance for the Two-year College*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Stein, Gordon B., and Henry A. Spille. Academic Advising Reaches out. *The Personnel and Guidance Journal*, Vol. 53, No. 1, September, 1974, pp. 61-64.

AUTOBIOGRAPHICAL SKETCH

Nancy Sifford McGarry was born September 1, 1924, in Anna, Illinois. She is the mother of three children, Michael Shawn, currently enrolled in the doctoral program in clinical psychology at Emory University, Atlanta, Georgia; Christopher Steven, and Nancy Lynn, both students at St. Petersburg Junior College. Mrs. McGarry attended Sullins College, Bristol, Virginia, where she received a general diploma and the valedictory in May, 1944. She received her B.S. degree in psychology with honors and with highest distinction from Northwestern University, Evanston, Illinois, in June, 1946. In June, 1951, Mrs. McGarry received the M.A. degree in psychology from Northwestern University, after serving as head tutorial fellow for the University's college of Arts and Sciences and as research assistant for Dr. A. R. Gilliland, specialist in infant intelligence testing. She has completed additional graduate study at the University of Illinois, Urbana, at the Florida State University, and at the University of South Florida. She has recently completed requirements for the Ed.D. degree from Nova University, National Ed.D. Program for Community College Administrators and Faculty.

Mrs. McGarry's honors include membership in Phi Beta Kappa and Sigma Xi. Her professional experience includes serving as instructor in psychology, Lake Forest College, Lake Forest, Illinois, 1947-48, and as clinical counselor, University of Illinois, Urbana, 1948-51. She joined the staff of St. Petersburg Junior College, St. Petersburg, Florida, in 1963 as a counselor, became dean of women in 1964, associate dean of student personnel, St. Petersburg Campus, in 1972, and presently holds the title of associate dean of student services.

Mrs. McGarry's previous professional offices include president, Florida Association of Women Deans and Counselors; Secretary, Junior College Section, National Association of Women Deans and Counselors; membership chairman, and local arrangements chairman, Southern College Personnel Association. She is currently serving the National Association of Student Personnel Administrators as a member of the Advisory Committee, Region III, and as director for recruitment and orientation for the State of Florida. Mrs. McGarry is also the president of the Florida College Personnel Association. She is active in the community and is a member of the executive boards of Family Counseling Center of Pinellas County, Inc., Young Women's Residence Council, and South Pinellas County Chapter, American Red Cross.

APPENDIXES

APPENDIX A

ST. PETERSBURG JUNIOR COLLEGE
ST. PETERSBURG, FLORIDA 33710

December 10, 1974

[redacted]
ASSOCIATE DEAN OF STUDENT SERVICES

Dear Colleague:

As you are well aware, the 1974-75 academic year finds S.P.J.C. immersed in planning and reorganizing for what we all hope will be an exciting future. In retrospect, much of our past institutional change might be described as reactive. The thrust of our future planning hopefully will be proactive. We are all striving to clear away the smog of uncertainty in purpose by establishing articulated objectives that produce quantifiable results. We are trying also to eliminate the waste of inefficiency and to be open to innovation.

One of our major goals is to redirect priorities to be consistent with the educational mission of S.P.J.C. and to break down unnecessary fragmentation in the educational process. With this goal in mind, I invite you to join me in a study designed to bring counseling and advisement services and instructional services into closer cooperative interaction in order to serve students more efficiently and effectively in an holistic approach to the educational process. This study is being conducted with the encouragement of our president and the support of the central staff deans and with the cooperation of the campus instructional deans and student services deans.

A cross-campus "action team" consisting of administrators, instructors, counselors, an educational planning specialist, and a student have been meeting over a period of months to identify and conceptualize the problem. Through brain-storming and group problem-solving, this action team has compiled a list of probable causes of the problem, conceptualized as less than optimum cooperative interaction between instructional and counseling staffs, and possible solutions to the problem.

The next phase of the study, in which I invite you to participate, will consist of the following steps. You will be asked:

1. To assess, on a five-point scale, the importance of each listed probable cause of the problem

2. To assess, on a five-point scale, the probable effectiveness of each listed possible solution to the problem

3. To list additional causes or possible solutions that you consider important

Next, after summarizing by item the probable causes and possible solutions to the problem, I will rank order the causes and solutions citing mode scores for each item. I will then provide you with this summary data and will ask you to reassess your original responses in light of the responses of the majority and to defend your opinion if it continues to differ from that of the majority.

Again, I will summarize this data and prioritize, via mode scores, the listed probable causes and possible solutions to the problem. This final summary data then will be returned to the action team to arrive at final group consensus as to the most important causes and the most effective solutions to the problem.

In the final phase of the study, the action team will identify activities to reduce or eliminate the prioritized causes of the problem and will employ group modeling procedure to develop a plan to implement the prioritized solutions to the problem. The goal of this implementation plan will be the synthesis of academic and counseling services in an holistic approach to the educational process. Again this plan will be returned to each of you so you can taste the fruits of our combined effort to better serve our students.

Hopefully, this will be only one of many cooperative efforts involving instructional and student services staffs, for we all share a common goal, to facilitate learning and whole student development in an educational climate conducive to growth.

Cordially yours,

Nancy S McGarry

(Mrs.) Nancy S. McGarry
Associate Dean of Student Services (SP)

nsm/es

APPENDIX B

IDENTIFIED PROBLEM - Less than optimum cooperative interaction between counselors and faculty in the educational process

PROBABLE CAUSES

1. Physical separation and attendant isolation of counselors from teaching faculty and students
2. Inadequate system of communication between counselors and academic faculty
3. Minimum opportunity for personal interaction between counselors and teachers
4. Heavy work load and limited institutional resources, leaving little time for counselor/faculty interaction
5. Unclear institutional goals
6. Unclear program objectives and goals for counseling and advisement
7. Unclear program objectives and goals for campus instruction
8. Attitudinal competitiveness between counselors and teaching faculty
9. Lack of trust between counselors and faculty
10. Lack of understanding and appreciation by counselors of the rigors of teaching, since counselors have no required classroom teaching responsibility
11. Lack of understanding and appreciation by instructors of the rigors of counseling and advisement
12. Over-specialization in limited areas of responsibility, leaving both counselors and instructors removed from the main stream of student life and institutional decision-making
13. Lack of awareness of the commonality of perceptions and goals of counselors and academic faculty
14. Lack of understanding by faculty of community college philosophy, which includes provision of extensive counseling and career guidance
15. Lack of clear commitment to the student by counselor-advisors
16. Lack of clear commitment to the student by academic faculty
17. Lack of recognition by both faculty and counselors that they share a primary purpose: to meet the needs of students and thereby facilitate student development

18. Insufficient effort made by counselors to determine the learning styles of and effective instructional modes for individual students and to impart this information to instructors

19. Insufficient effort by instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life

20. Individual counselors expend their professional energies providing services they like to provide rather than the services needed by the student and the educational system supporting the student

POSSIBLE SOLUTIONS

21. Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are

22. Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division

23. Encourage and facilitate the active involvement of counselor-advisors in matters pertaining to curriculum and instruction

24. Devise an improved dynamic communication system between counselors and academic faculty

25. Create continuing opportunities for counselors and faculty to interact with each other and with students outside the classroom

26. Prioritize needs, resources, and services in the two program areas in order to maximize time available for constructive interaction between counselors and faculty

27. Articulate and implement plans to achieve specific institutional objectives and goals rather than the broad general ones presently articulated (1974-75 catalog)

28. Articulate specific program goals for campus instruction and for the counseling and advisement operation

29. Devise activities to emphasize the commonality of the goals of campus instruction and of counseling and advisement

30. Devise activities to increase trust and promote positive relationships among counselors and faculty

31. In addition to their usual responsibilities, require all counselors to teach at least one course each session

32. Encourage counselors to develop and to teach courses designed to facilitate whole student growth and development

33. Encourage counselors to serve as learning process consultants to the academic faculty and facilitate such service

34. Devise staff development programs that include information concerning the community/junior college philosophy and mission

35. Encourage institutional commitment to student needs, growth, and development

36. Encourage more counselor referrals of students to individual faculty members who teach in the areas of particular interest to the student, thus making academic advising and career counseling more of a joint responsibility of counselors and academic faculty

37. Devise activities to assist counselors and faculty in understanding and respecting the contributions and tasks performed by the other

38. Involve counselors, as social scientists and behavioral specialists, in the process of establishing and maintaining meaningful relationships within the total academic community

39. Devise a referral system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole-student growth, in values clarification, problem-solving, decision-making, etc.

40. Devise activities to assist both teaching faculty and counselors in viewing their responsibilities in whole student development as a challenge and an opportunity for shared personal growth

COMMENTS

(For additional comments use back of this page)

EXPLANATION SHEET

Thank you for your prompt response to this effort to effect positive change and organizational development at S.P.J.C. This study is a major applied research project undertaken in the third and final year of the Nova University doctoral program.

PLEASE:

1. Use #2 or softer pencil in marking item responses.
2. Do not leave any item blank.
3. Promptly return only the completed answer sheet to your department chairman, who will then return all completed answer sheets to me.
4. Preserve your copy of the letter, and this explanation sheet. Also keep the problem causes and solutions with your priority rankings pencilled in for use in your second and final prioritizing (reassessment) of these items in the light of the summary data from round one, which I will provide for you within a month.
5. Mark only 1 of the 5 priority rankings for each of the 40 items.
    - a) Items 1 through 20 are problem causes
    - b) Items 21 through 40 are suggested problem solutions

Priority Rankings:

(5) Maximum priority
(4) High priority
(3) Medium priority
(2) Low priority
(1) Minimum priority

APPENDIX C

ST. PETERSBURG JUNIOR COLLEGE
ST. PETERSBURG, FLORIDA 33710

February 25, 1975

[redacted]
ASSOCIATE DEAN OF STUDENT SERVICES

Dear Participant:

This is the final questionnaire in the study designed to bring counseling and advisement and instructional services at S.P.J.C. into closer cooperative interaction. This final questionnaire is most important and should be interesting to you, since you will now learn how other participants have responded. After completing the attached answer sheet, please return it within five days.

In this final phase, rank again the problem causes and solutions that you ranked last month. Note that for each item the priority rank that most participants selected on the previous questionnaire appears in parentheses before the item number. In this phase, I am interested in your opinion of the importance of each item now that you know how others responded. One of the objectives of this phase is to identify the reasons for opinions that differ from the majority opinion.

Please do not leave any item blank. React to each cause and each solution statement as follows:

1. Rank the item on the answer sheet.
2. If your ranking agrees with the majority ranking (the number in parentheses preceding the item number), no comment is necessary.
3. If your ranking does not agree with the majority ranking, in the comment section briefly defend your differing opinion.

Since the Delphi technique relies on participation of all respondents in the full cycle of questionnaires, your continued cooperation will be appreciated and will make possible the successful completion of this study. Thank you for your continued help.

Cordially yours,

Nancy S. McGarry

(Mrs.) Nancy S. McGarry
Associate Dean of Student Services (SP)
Administration, Room 120

nsm/es

Directions: Mark only 1 of the 5 priority rankings for each of the 40 items. Use #2 or softer pencil. Do not leave any item blank.

Priority rankings

(5) Maximum priority
(4) High priority
(3) Medium priority
(2) Low priority
(1) Minimum priority

IDENTIFIED PROBLEM - Less than optimum cooperative interaction between counselors and faculty in the educational process

PROBABLE CAUSES

(4) 1. Physical separation and attendant isolation of counselors from teaching faculty and students

(4) 2. Inadequate system of communication between counselors and academic faculty

(5) 3. Minimum opportunity for personal interaction between counselors and teachers

(4) 4. Heavy work load and limited institutional resources, leaving little time for counselor/faculty interaction

(2) 5. Unclear institutional goals

(4) 6. Unclear program objectives and goals for counseling and advisement

(3) 7. Unclear program objectives and goals for campus instruction

(1) 8. Attitudinal competitiveness between counselors and teaching faculty

(4) 9. Lack of trust between counselors and faculty

(3) 10. Lack of understanding and appreciation by counselors of the rigors of teaching, since counselors have no required classroom teaching responsibility

(3) 11. Lack of understanding and appreciation by instructors of the rigors of counseling and advisement

(3) 12. Over-specialization in limited areas of responsibility, leaving both counselors and instructors removed from the main stream of student life and institutional decision-making

(3) 13. Lack of awareness of the commonality of perceptions and goals of counselors and academic faculty

(3) 14. Lack of understanding by faculty of community college philosophy, which includes provision of extensive counseling and career guidance

(3) 15. Lack of clear commitment to the student by counselor-advisors

(3) 16. Lack of clear commitment to the student by academic faculty

(4) 17. Lack of recognition by both faculty and counselors that they share a primary purpose: to meet the needs of students and thereby facilitate student development

(4) 18. Insufficient effort made by counselors to determine the learning styles of and effective instructional modes for individual students and to impart this information to instructors

(3) 19. Insufficient effort by instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life

(3) 20. Individual counselors expend their professional energies providing services they like to provide rather than the services needed by the student and the educational system supporting the student

POSSIBLE SOLUTIONS

(5) 21. Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are

(5) 22. Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division

(4) 23. Encourage and facilitate the active involvement of counselor-advisors in matters pertaining to curriculum and instruction

(5) 24. Devise an improved dynamic communication system between counselors and academic faculty

(5) 25. Create continuing opportunities for counselors and faculty to interact with each other and with students outside the classroom

(3) 26. Prioritize needs, resources, and services in the two program areas in order to maximize time available for constructive interaction between counselors and faculty

(3) 27. Articulate and implement plans to achieve specific institutional objectives and goals rather than the broad general ones presently articulated (1974-75 catalog)

(3) 28. Articulate specific program goals for campus instruction and for the counseling and advisement operation

(3) 29. Devise activities to emphasize the commonality of the goals of campus instruction and of counseling and advisement

(5) 30. Devise activities to increase trust and promote positive relationships among counselors and faculty

(1) 31. In addition to their usual responsibilities, require all counselors to teach at least one course each session

(1) 32. Encourage counselors to develop and to teach courses designed to facilitate whole student growth and development

(3) 33. Encourage counselors to serve as learning process consultants to the academic faculty and facilitate such service

(3) 34. Devise staff development programs that include information concerning the community/junior college philosophy and mission

(5) 35. Encourage institutional commitment to student needs, growth, and development

(5) 36. Encourage more counselor referrals of students to individual faculty members who teach in the areas of particular interest to the student, thus making academic advising and career counseling more of a joint responsibility of counselors and academic faculty

(4) 37. Devise activities to assist counselors and faculty in understanding and respecting the contributions and tasks performed by the other

(3) 38. Involve counselors, as social scientists and behavioral specialists, in the process of establishing and maintaining meaningful relationships within the total academic community

(3) 39. Devise a referral system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole student growth in values clarification, problem-solving, decision-making, etc.

(4) 40. Devise activities to assist both teaching faculty and counselors in viewing their responsibilities in whole student development as a challenge and an opportunity for shared personal growth

COMMENTS (Use back of this page)

APPENDIX D

ST. PETERSBURG JUNIOR COLLEGE
Clearwater Campus

MEMORANDUM

August 30, 1974

TO: Nancy McGarry
Associate Dean of Student Services SP

FROM: E. C. Biittner
Dean of Student Services CL ECB

RE: Nova University Major Applied Research Project (MRP)

I believe you have selected a study topic that is both timely and necessary to Student Services at St. Petersburg Junior College. In this time of severe budget strain and other legislative constraints, a study of the nature you are undertaking will offer a reorganizational plan of action which can be implemented in steps. A study of this nature would also provide input from all areas of the college to Student Services and will also indicate the priority views of a cross section of college staff.

I look forward to seeing the results of this completed MRP.

eb

MEMORANDUM

September 2, 1974

TO: Mrs. Nancy S. McGarry, Associate Dean of Student Services (SP)

FROM: E. L. Noel, Jr., Dean of Instruction (SP)

Thank you for sharing with me your ideas for your Nova University Major Applied Research Project (MRP).

As you know, this has been one of my major areas of endeavor since occupying this position. I can think of very few endeavors that would benefit our students more than a closer liaison and working relationship between our student services area and our academic area.

Please call on me in any way in which I might be involved in this very worth-while project. And please keep me informed as you progress in this research. I will look forward with interest to seeing the completed results.

Thank you.

L. N.

ELN:mor

St. Petersburg Junior College

To: Mrs. Nancy S. McGarry
Associate Dean of Student Services (SP)

From: W. E. McClure
Dean of Student Affairs

Date: September 10, 1974

Re: Nova University Major Applied Research Project (MRP)
Counselors and Faculty: Synthesis of Services for Holistic Education
A Community College Action Program for Organizational Development

Your proposed research project sounds both interesting and worthwhile. I can think of few endeavors much more needed in Student Affairs than an effective way of coordinating our activities more closely with the efforts of our colleagues in Academic Affairs.

If I can be of help, please let me know.

WEM/dlg

ST. PETERSBURG JUNIOR COLLEGE
CENTRAL ADMINISTRATION, P. O. BOX 13489, ST. PETERSBURG, FLORIDA 33733
ACADEMIC AFFAIRS

September 12, 1974

Ms. Nancy S. McGarry, Associate Dean
Student Services
St. Petersburg Campus

Dear ~~Ms. McGarry~~ Nan:

I appreciate very much hearing about your proposed study. As you are aware it is something that I have been concerned about for a number of years and anything that we can do to improve the cooperative interaction between the counselors and teaching faculty is greatly needed. You would have my backing on your proposal and I would appreciate very much seeing the final results of your project.

Good luck!

Sincerely,

P. A. Fredrickson
Dean of Academic Affairs

PAF/b

ST. PETERSBURG JUNIOR COLLEGE
CENTRAL ADMINISTRATION
ST. PETERSBURG, FLORIDA 33733

OFFICE OF THE PRESIDENT

October 18, 1974

Mrs. Nancy S. McGarry
Associate Dean of Student Services
St. Petersburg Junior College
St. Petersburg Campus

Dear Nancy:

Thank you for giving me the opportunity to review with you your MRP proposal. I am very enthusiastic about your project. I am convinced it will be of material assistance to the College as it plans for reorganization. Improved cooperative interaction between counselors and instructional faculty in the educational process is high on my list of priorities.

Very truly yours,

M M Bennett
M. M. Bennett, President

MMB:st

St. Petersburg Junior College

February 3, 1975

To: Nancy S. McGarry, Associate Dean, Student Services

From: Dr. P.A. Fredrickson, Dean of Academic Affairs

Please let me see the final report of your study. It appears to be a very interesting project.

PAF/bjn

M E M O R A N D U M

March 3, 1975

TO: Academic Staff

FROM: Max DeVane, Dean of Instruction

By Monday, March 3, all academic faculty and all counselors on both campuses of S.P.J.C. will have received the final questionnaire in the study designed to bring instructional services and counseling and advisement services into closer cooperative interaction. Since I am sure that all of us share the goal of improved educational service to students, I would encourage you to take the brief time necessary to complete this final questionnaire and return it to Dean McGarry. Likewise, your faculty is encouraged to do the same.

Thank you.

M DeVane

MDeV/aj

MEMORANDUM

March 7, 1975

TO: Coordinator of Evening Classes (SP)
Department Chairmen (SP)
Director of Library Services (SP)

FROM: Dean of Instruction (SP)

All academic faculty and all counselors on both campuses of SPJC should have received the final questionnaire in the study designed to bring instructional services and counseling and advisement services into closer cooperative interaction.

Please encourage all those in your department to take the brief time necessary to complete this final questionnaire and return it to Dean McGarry.

Thank you.

L. N.

ELN:al

MEMORANDUM

TO: Dr. M. M. Bennett
Dr. P. A. Fredrickson
Dean W. E. McClure

FROM: Dean Nancy S. McGarry

DATE: February 25, 1975

RE: NOVA UNIVERSITY MRP

I appreciate the interest you have shown in the study I have undertaken to improve cooperative interaction between S.P.J.C. counselors and academic faculty in the educational process. As you know, one focus of the study includes the gathering of consensus in the target population. I am enclosing a copy of the Delphi questionnaire for your information and response, if you choose.

Again, thank you for your interest and support of this action program for organizational development.

APPENDIX E

Table 1

Causal Statements by Category of Importance
Total Target Population (N = 167)
Faculty (N = 146) and Counselors (N = 21)
Round Two of Delphi

Rank	Item	Causal Statement	Mean	Mode
			Maximum Priority	
1	3.	Minimum opportunity for personal interaction between counselors and teachers	4.51	5
			High Priority	
2	2.	Inadequate system of communication between counselors and academic faculty	3.97	4
3	4.	Heavy work load and limited institutional resources, leaving little time for counselor/faculty interaction	3.78	4
4	1.	Physical separation and attendant isolation of counselors from teaching faculty and students	3.69	4
5	18.	Insufficient effort made by counselors to determine the learning styles of and effective instructional modes for individual students and to impart this information to instructors	3.68	4
6	17.	Lack of recognition by both faculty and counselors that they share a primary purpose: to meet the needs of students and thereby facilitate student development	3.60	4
7	6.	Unclear program objectives and goals for counseling and advisement	3.57	4
			Medium Priority	
8	9.	Lack of trust between counselors and faculty	3.39	4
9	13.	Lack of awareness of the commonality of perceptions and goals of counselors and academic faculty	3.26	3

Table 1 (continued)

Rank	Item	Causal Statement	Mean	Mode
10	19.	Insufficient effort by instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life	3.14	3
11	12.	Over-specialization in limited areas of responsibility, leaving both counselors and instructors removed from the main stream of student life and institutional decision-making	3.11	3
12	11.	Lack of understanding and appreciation by instructors of the rigors of counseling and advisement	3.00	3
13	14.	Lack of understanding by faculty of community college philosophy, which includes provision of extensive counseling and career guidance	2.98	3
14	16.	Lack of clear commitment to the student by academic faculty	2.95	3
15	15.	Lack of clear commitment to the student by counselor-advisors	2.94	3
16	20.	Individual counselors expend their professional energies providing services they like to provide rather than the services needed by the student and the educational system supporting the student	2.93	3
17	7.	Unclear program objectives and goals for campus instruction	2.91	3
18	10.	Lack of understanding and appreciation by counselors of the rigors of teaching, since counselors have no required classroom teaching responsibility	2.85	3
			Low Priority	
19	5.	Unclear institutional goals	2.35	2
20	8.	Attitudinal competitiveness between counselors and teaching faculty	1.86	1

Table 2

Solution Statements by Category of Importance
Total Target Population (N = 167)
Faculty (N = 146) and Counselors (N = 21)
Round Two of Delphi

Rank	Item	Solution Statement	Mean	Mode
			Maximum Priority	
1	24.	Devise an improved dynamic communication system between counselors and academic faculty	4.68	5
2	25.	Create continuing opportunities for counselors and faculty to interact with each other and with students outside the classroom	4.62	5
3	36.	Encourage more counselor referrals of students to individual faculty members who teach in the areas of particular interest to the student, thus making academic advising and career counseling more of a joint responsibility of counselors and academic faculty	4.54	5
4	35.	Encourage institutional commitment to student needs, growth, and development	4.54	5
			High Priority	
5	30.	Devise activities to increase trust and promote positive relationships among counselors and faculty	4.44	5
6	22.	Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division	4.13	5
7	21.	Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are	3.95	5
8	23.	Encourage and facilitate the active involvement of counselor-advisors in matters pertaining to curriculum and instruction	3.86	4

Table 2 (continued)

Rank	Item	Solution Statement	Mean	Mode
9	40.	Devise activities to assist both teaching faculty and counselors in viewing their responsibilities in whole-student development as a challenge and an opportunity for shared personal growth	3.81	4
10	37.	Devise activities to assist counselors and faculty in understanding and respecting the contributions and tasks performed by the other	3.80	4
			Medium Priority	
11	39.	Devise a referral system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole-student growth in values clarification, problem-solving, decision-making, etc.	3.26	3
12	26.	Prioritize needs, resources, and services in the two program areas in order to maximize time available for constructive interaction between counselors and faculty	3.17	3
13	29.	Devise activities to emphasize the commonality of the goals of campus instruction and of counseling and advisement	3.14	3
14	28.	Articulate specific program goals for campus instruction and for the counseling and advisement operation	3.08	3
15	27.	Articulate and implement plans to achieve specific institutional objectives and goals rather than the broad general ones presently articulated (1974-75 catalog)	3.05	3
16	38.	Involve counselors, as social scientists and behavioral specialists, in the process of establishing and maintaining meaningful relationships within the total academic community	3.03	3

Table 2 (continued)

Rank	Item	Solution Statement	Mean	Mode
17	33.	Encourage counselors to serve as learning process consultants to the academic faculty and facilitate such service	2.98	3
18	34.	Devise staff development programs that include information concerning the community/junior college philosophy and mission	2.95	3
			Low Priority	
19	32.	Encourage counselors to develop and to teach courses designed to facilitate whole-student growth and development	2.13	1
20	31.	In addition to their usual responsibilities, require all counselors to teach at least one course each session	1.90	1

Table 3

Causal Statements by Category of Importance
Faculty Sub-Group (N = 146)
Round Two of Delphi

Rank	Item	Causal Statement	Mean	Mode
			Maximum Priority	
1	3.	Minimum opportunity for personal interaction between counselors and teachers	4.53	5
			High Priority	
2	2.	Inadequate system of communication between counselors and academic faculty	3.99	4
3	4.	Heavy work load and limited institutional resources, leaving little time for counselor/faculty interaction	3.78	4
4	1.	Physical separation and attendant isolation of counselors from teaching faculty and students	3.73	4
5	18.	Insufficient effort made by counselors to determine the learning styles of and effective instructional modes for individual students and to impart this information to instructors	3.72	4
6	17	Lack of recognition by both faculty and counselors that they share a primary purpose: to meet the needs of students and thereby facilitate student development	3.62	4
7	6.	Unclear program objectives and goals for counseling and advisement	3.62	4
			Medium Priority	
8	9.	Lack of trust between counselors and faculty	3.37	4
9	13.	Lack of awareness of the commonality of perceptions and goals of counselors and academic faculty	3.24	3

Table 3 (continued)

Rank	Item	Causal Statements	Mean	Mode
10	19.	Insufficient effort by instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life	3.12	3
11	12.	Over-specialization in limited areas of responsibility, leaving both counselors and instructors removed from the main stream of student life and institutional decision-making	3.10	3
12	15.	Lack of clear commitment to the *student* by counselor-advisors	2.98	3
13	11.	Lack of understanding and appreciation by instructors of the rigors of counseling and advisement	2.97	3
14	20.	Individual counselors expend their professional energies providing services *they* like to provide rather than the services needed by the student and the educational system supporting the student	2.95	3
15	16.	Lack of clear commitment to the *student* by academic faculty	2.94	3
16	14.	Lack of understanding by faculty of community college philosophy, which includes provision of extensive counseling and career guidance	2.92	3
17	7.	Unclear program objectives and goals for campus instruction	2.91	3
18	10.	Lack of understanding and appreciation by counselors of the rigors of teaching, since counselors have no required classroom teaching responsibility	2.90	3
			Low Priority	
19	5.	Unclear institutional goals	2.35	2
20	8.	Attitudinal competitiveness between counselors and teaching faculty	1.86	1

Table 4

Solution Statements by Category of Importance
Faculty Sub-Group (N = 146)
Round Two of Delphi

Rank	Item	Solution Statement	Mean	Mode
			Maximum Priority	
1	24.	Devise an improved dynamic communication system between counselors and academic faculty	4.67	5
2	25.	Create continuing opportunities for counselors and faculty to interact with each other and with students outside the classroom	4.59	5
3	36.	Encourage more counselor referrals of students to individual faculty members who teach in the areas of particular interest to the student, thus making academic advising and career counseling more of a joint responsibility of counselors and academic faculty	4.55	5
4	35.	Encourage institutional commitment to student needs, growth, and development	4.51	5
			High Priority	
5	30.	Devise activities to increase trust and promote positive relationships among counselors and faculty	4.40	5
6	22.	Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division	4.32	5
7	21.	Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are	4.12	5
8	23.	Encourage and facilitate the active involvement of counselor-advisors in matters pertaining to curriculum and instruction	3.84	4

Table 4 (continued)

Rank	Item	Solution Statement	Mean	Mode
9	37.	Devise activities to assist counselors and faculty in understanding and respecting the contributions and tasks performed by the other	3.80	4
10	40.	Devise activities to assist both teaching faculty and counselors in viewing their responsibilities in whole-student development as a challenge and an opportunity for shared personal growth	3.79	4
			Medium Priority	
11	39.	Devise a referral system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole-student growth in values clarification, problem-solving, decision-making, etc.	3.25	3
12	26.	Prioritize needs, resources, and services in the two program areas in order to maximize time available for constructive interaction between counselors and faculty	3.15	3
13	29.	Devise activities to emphasize the commonality of the goals of campus instruction and of counseling and advisement	3.10	3
14	28.	Articulate specific program goals for campus instruction and for the counseling and advisement operation	3.08	3
15	27.	Articulate and implement plans to achieve specific institutional objectives and goals rather than the broad general ones presently articulated (1974-75 catalog)	3.03	3
16	38.	Involve counselors, as social scientists and behavioral specialists, in the process of establishing and maintaining meaningful relationships within the total academic community	2.99	3

Table 4 (continued)

Rank	Item	Solution Statement	Mean	Mode
17	33.	Encourage counselors to serve as learning process consultants to the academic faculty and facilitate such services	2.93	3
18	34.	Devise staff development programs that include information concerning the community/junior college philosophy and mission	2.91	3
			Low Priority	
19	32.	Encourage counselors to develop and to teach courses designed to facilitate whole-student growth and development	2.06	1
20	31.	In addition to their usual responsibilities, require all counselors to teach at least one course each session	1.88	1

Table 5

Causal Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi

Rank	Item	Causal Statement	Mean	Mode
			High Priority	
1	3.	Minimum opportunity for personal interaction between counselors and teachers	4.33	5
2	2.	Inadequate system of communication between counselors and academic faculty	3.81	4
3	4.	Heavy work load and limited institutional resources, leaving little time for counselor/faculty interaction	3.76	4
4	9.	Lack of trust between counselors and faculty	3.52	4
5	17.	Lack of recognition by both faculty and counselors that they share a primary purpose: to meet the needs of students and thereby facilitate student development	3.52	4
			Medium Priority	
6	1.	Physical separation and attendant isolation of counselors from teaching faculty and students	3.48	4
7	13.	Lack of awareness of the commonality of perceptions and goals of counselors and academic faculty	3.43	3
8	14.	Lack of understanding by faculty of community college philosophy, which includes provision of extensive counseling and career guidance	3.38	3
9	18.	Insufficient effort made by counselors to determine the learning styles of and effective instructional modes for individual students and to impart this information to instructors	3.38	4

Table 5 (continued)

Rank	Item	Causal Statement	Mean	Mode
10	6.	Unclear program objectives and goals for counseling and advisement	3.29	4
11	19.	Insufficient effort by instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life	3.24	3
12	12.	Over-specialization in limited areas of responsibility, leaving both counselors and instructors removed from the main stream of student life and institutional decision-making	3.19	3
13	11.	Lack of understanding and appreciation by instructors of the rigors of counseling and advisement	3.05	3
14	16.	Lack of clear commitment to the student by academic faculty	2.95	3
15	7.	Unclear program objectives and goals for campus instruction	2.90	3
16	20.	Individual counselors expend their professional energies providing services they like to provide rather than the services needed by the student and the educational system supporting the student	2.76	3
17	15.	Lack of clear commitment to the student by counselor-advisors	2.67	3
			Low Priority	
18	10.	Lack of understanding and appreciation by counselors of the rigors of teaching, since counselors have no required classroom teaching responsibility	2.48	3
19	5.	Unclear institutional goals	2.33	2
20	8.	Attitudinal competitiveness between counselors and teaching faculty	1.90	1

Table 6

Solution Statements by Category of Importance
Counselor Sub-Group (N = 21)
Round Two of Delphi

Rank	Item	Solution Statement	Mean	Mode
			Maximum Priority	
1	25.	Create continuing opportunities for counselors and faculty to interact with each other and with students outside the classroom	4.86	5
2	35.	Encourage institutional commitment to student needs, growth, and development	4.81	5
3	24.	Devise an improved dynamic communication system between counselors and academic faculty	4.71	5
4	30.	Devise activities to increase trust and promote positive relationships among counselors and faculty	4.71	5
5	36.	Encourage more counselor referrals of students to individual faculty members who teach in the areas of particular interest to the student, thus making academic advising and career counseling more of a joint responsibility of counselors and academic faculty	4.52	5
			High Priority	
6	23.	Encourage and facilitate the active involvement of counselor-advisors in matters pertaining to curriculum and instruction	4.00	4
7	40.	Devise activities to assist both teaching faculty and counselors in viewing their responsibilities in whole-student development as a challenge and an opportunity for shared personal growth	4.00	4
8	37.	Devise activities to assist counselors and faculty in understanding and respecting the contributions and tasks performed by the other	3.86	4

Table 6 (continued)

Rank	Item	Solution Statement	Mean	Mode
			Medium Priority	
9	29.	Devise activities to emphasize the commonality of the goals of campus instruction and of counseling and advisement	3.48	3
10	26.	Prioritize needs, resources, and services in two program areas in order to maximize time available for constructive interaction between counselors and faculty	3.33	3
11	39.	Devise a referral system to maximize interaction and utilization of counselor/advisor, instructor, and community resources to facilitate whole-student growth in values clarification, problem-solving, decision-making, etc.	3.33	3
12	33.	Encourage counselors to serve as learning process consultants to the academic faculty and facilitate such service	3.33	3
13	38.	Involve counselors, as social scientists and behavioral specialists, in the process of establishing and maintaining meaningful relationships within the total academic community	3.29	3
14	34.	Devise staff development programs that include information concerning the community/junior college philosophy and mission	3.24	3
15	27.	Articulate and implement plans to achieve specific institutional objectives and goals rather than the broad general ones presently articulated (1974-75 catalog)	3.19	3
16	28.	Articulate specific program goals for campus instruction and for the counseling and advisement operation	3.10	3

Table 6 (continued)

Rank	Item	Solution Statement	Mean	Mode
17	22.	Assign counselors to specific academic divisions in order that they may develop special counseling expertise in the various subject matter areas in that division	2.81	2 - 3
18	21.	Decentralize counseling services, and locate counselors in the various academic divisions throughout the campus where the students are	2.76	3
19	32.	Encourage counselors to develop and to teach courses designed to facilitate whole-student growth and development	2.67	1
			Low Priority	
20	31.	In addition to their usual responsibilities, require all counselors to teach at least one course each session	2.00	1

APPENDIX F

APPENDIX F

Minority Opinions and Related Comments: Round One of Delphi Faculty Sub-Group*

Item Number

1. Locate counselors where the students and faculty are.

3. Most instructors have little or no contact with counselors.

5. Institutional goals as now articulated are just vague, broad generalities.

7. Counselors are the only ones to find objectives of the instructional program unclear.

8. Restrict counselors to personal counseling and be sure they are qualified to do it.

9. Lousy relations exist between counselors and faculty.

15. Most counselors do not know the academic programs well enough to do an effective job of academic advising.

16. Do we really care about students?

20. It's ridiculous to have counselors wasting time in student schedule planning. Students could do it better!

22. Assigning counselors to specific academic areas was tried out on the Clearwater campus. Why not try developing counseling specialists on the St. Petersburg campus too?

28. Counselors need to acquaint themselves with specific program objectives and goals.

General Comment

Solution to problem:

Except for retaining one counselor per campus who is expert in vocational fields, provide time for individual faculty to do the advising and counseling. (It won't be done, of course, because it's too simple!)

---

*Causal statements may be found on page 190 and 192
solution statements on page

APPENDIX F

Minority Opinions and Related Comments: Round Two of Delphi Faculty Sub-group

Item Number

1. Physical distance does not have to be a hindrance to faculty-counselor interaction.

   We are as close as a phone call, but I consult counselors far more frequently than they call me.

   Laziness and lack of commitment to students, not physical separation, keep faculty and counselors from interacting more effectively.

   The real problem is attitudinal separation, not physical.

   Physical separation is a minimal problem when weighed against lack of counselor training in allied health professions counseling.

2. The system of communication appears adequate. Willingness to use the system is something else again!

   Desperate need for and use of a good system of communication between counseling and instruction.

   Concentrate on two essentials: (1) good communication, and (2) "warm body" contact.

3. Opportunity exists for counselor and instructor interaction; we just don't capitalize on that opportunity.

3-4. Ample opportunities exist for counselor-faculty-student interaction. Each instructor works a 35 hour week; 15 in class, 5 for lunch, and the remaining 15 in the office. Counselors tell me that their appointment sheets allow for 16 students per day but only 8 are scheduled. to allow for drop-ins. There seems to be plenty of time for coffee, visiting, etc. We as individuals just need to use a little initiative and a lot more commitment to get the job done.

3-4. I do not believe the implied time constraints are so limiting! It's just an excuse!

4. Heavy work load does discourage voluntary, motivated counselor-faculty-student interaction. Each of us is too busy meeting the immediate needs of the student to look farther down the path.

APPENDIX F (continued)

Item Number

4. Most teachers have more than enough time to meet with counselors and students.

   I have no free office time.

   Administration seems to have little grasp or understanding about heavy faculty loads.

5. The "philosophy" of S.P.J.C. is too abstract.

   S.P.J.C.'s goals as presently stated are far too broad and general. They are so vague as to be nebulous.

   What are our institutional goals anyhow? Why don't we clearly know what they are? Do we really have any?

   The institutional goals may appear clear on paper, but certainly many institutional decisions are made which do not seem to support these goals. So is our decision-making goal-oriented or is it expediency-oriented or motivated by prejudices?

   Institutional goals, while written, are not internalized by either instructional nor counseling staffs.

6. Faculty do not accept the objectives and goals articulated for the counseling program as the counselors' internalized objectives and goals.

   Since most faculty haven't seen program objectives for counseling, how can we judge their clarity?

6-7. Program objectives and goals are now fairly clear for counseling and for instruction.

   I honestly do not think the administration has any clear notion of how to write and implement program objectives. If they did, clear guidelines for doing so would now be disseminated to all instructors, and they have not been.

7. Accomplishment of campus instruction objectives and goals is frequently hampered by uninformed administrative meddling from the central staff level.

   Goals, at best, are vague understandings, usually discipline-centered.

   Program objectives in my discipline are clear. However, to convince others of the necessity of these programs is a real problem.

APPENDIX F (continued)

Item Number

7. No one would consider objectives and goals of the instructional program unclear, if counselors were not the prime source of misinformation to students concerning these objectives and goals.

8. Attitudinal competitiveness between counselors and faculty is a real problem that needs attention. We're not pulling together on many things.

   Observed opinions and comments indicate a definite critical attitude toward counselors by faculty. The student suffers because of this.

   Faculty accuse counselors of not keeping up with program changes, and counselors accuse faculty of not knowing anything about counseling, since it isn't on their certificate! The primary cause of this is petty jealousy and distrust because of the lack of personal interaction between counselors and faculty.

   There is an unfortunate debilitating lack of trust between counselors and faculty.

   If communication and personal interaction are improved, distrust should soon disappear.

   I hear all kinds of snide remarks that faculty make about counselors and vice versa.

   In certain departments there exists a mutual distrust and general feeling that we could do without each other.

   Unfortunately, we just don't trust each other.

   I trust counselors, but many of my colleagues don't, which distresses me.

9. My response, conditioned by interpersonal contacts, gives no basis for distrust.

   I trust counselors.

   I don't distrust counselors. I do feel they aren't always well informed though.

   Distrust isn't a major problem; it's of negligible proportion.

   The source of faculty distrust of counselors lies in the fact that counselors too often have demonstrated an abysmal lack of knowledge of the specifics of the S.P.J.C. academic programs. Accordingly, with justification, the teaching faculty feels that

APPENDIX F (continued)

Item Number

they are better qualified to give the student counseling on academic matters.

The teaching faculty do not understand or trust counselors and their work.

10. If counselors have ever had classroom responsibility, they've certainly forgotten what it's like!

Most counselors have been classroom teachers at some time and are aware of the rigors of teaching.

Counselors are teachers. They work continuously with individual students, at least.

Counselors desperately need to be recycled back into the classroom. Otherwise, they begin to lose touch.

I don't think anything would be gained by having counselors teach a class.

11. Most faculty have no real idea of what a counselor does all day besides drink coffee and misdirect students into classes they are not prepared for.

Teaching faculty rarely give counselors credit for any rigor!

I should have it so easy!

The counseling field is much more complex than most instructors realize.

I understand and appreciate counseling responsibilities.

I am quite satisfied with the quality of the counseling done by our counselors and feel we have a fine working relationship.

12. Counselors and faculty are removed from student life and institutional decision-making!

Over-specialization reduces time for related activities.

The opportunity to participate is available, but most faculty members do not perceive either the opportunity nor the necessity for participation.

I am not well informed about these matters, and hence my judgment would be inadequate.

APPENDIX F (continued)

Item Number

13. Although I feel the idea expressed is valid, I do not feel that it is a cause of the identified problem. I'd be willing to bet that several of the statements received heavy, but invalid, responses because the respondents unconsciously considered the truth of the question in ways other than how it relates to the problem.

See comment above, i.e., teachers say: "Let me teach." PERIOD.

We do see ourselves as specialists and, therefore, we do lack awareness of our commonalities.

Most teachers are teaching the course; this is the wrong goal.

Awareness of commonality of perceptions and goals of counselors and teachers is vital to optimum cooperative interaction.

If your study points up this awareness, that alone will make it worthwhile!

14. Many teachers reject the community college philosophy. In fact, over half of my departmental colleagues reject the open-door concept.

I feel strongly that few of my faculty colleagues really understand the distinctive purposes of the community junior college.

Relatively few faculty members really subscribe to the community junior college philosophy.

The preponderance of the faculty understand the community college philosophy.

Most understand the philosophy, but few really internalize it.

15. From feedback I get from students, counselors do show lack of real commitment to students.

My students complain about lack of counselor commitment to them.

The nature of counseling is built on service and commitment to students.

15-16. Faculty and counselors as a whole are committed to students.

From my feedback from students, I wonder if real commitment to the students exists on the part of the faculty in general or the counselors in general.

APPENDIX F (continued)

Item Number

Most faculty and counselors have a strong commitment to students.

16. From my own behavior even, I would have to question whether real faculty commitment to students exists.

Too frequently, faculty commitment is to the discipline and not to the student. Many students are "cooled-out."

17. Counselors act many times as if their insights are deeper and their responsibilities greater than those of instructors. Much valuable information is withheld from instructors by counselors, because they don't trust teachers with student confidences.

Few faculty recognize that they share a primary purpose with counselors.

18. Most counselors only want to do program planning. When it comes to test interpretation, assisting students with real-world problems, etc., the average counselor prefers to refer the student to someone else, such as the testing coordinator or the dean, and then sits back and criticizes the action that is taken.

Faculty would welcome assistance from counselors as learning process consultants. This is of prime importance if we are to effectively serve our diverse clientele.

I can't say that I've seen any evidence that counselors know much about learning theory or human behavior.

I would welcome such assistance from counselors but none has been proferred.

This is very important, and would be valuable assistance to the instructional staff and to our students. If counselors were located in our instructional divisions, this would facilitate such "cooperative interaction."

19. I think there is more effort toward educational relevance than ever before.

There exists a tremendous need for relevance. Alternate routes to the same objective are greatly needed.

Many instructors fail to recognize the change in the goals of S.P.J.C. brought about by the change in our society and our "new" student body.

According to our students, this is a very real problem.

APPENDIX F (continued)

Item Number

Faculty need to make a greater effort to utilize a broad spectrum of instructional modes.

There is an attachement for traditional methods of instruction.

21. Partial decentralization of counseling services was tried for a while on the Clearwater campus, and I liked the ready availability of counselors to teachers and, more importantly, to students. Seemed effective.

I do not support decentralization of counseling services. Improved communication can be achieved with both faculty and students without decentralization.

Please do not decentralize counseling services. We know exactly where counselors are and that they are as close as our nearest telephone.

Counselors individually should spend time in the various academic areas and interact with instructors and students but should be located in a resource center with centralized support services.

Decentralization will create extensive coordinating, communicating, interdepartmental considerations as well as administrative problems. I advise against it.

As a student of principles of management, decentralization of counseling could easily create more problems than it might solve.

On the surface, decentralization may seem to be a reasonable solution, but I am not convinced it nor specialization (#22) should be high priority solutions.

Decentralization is not a necessity.

Decentralization of counseling would be too radical a change.

Our students don't need that much specialization yet.

I strongly support the decentralization of counseling services. Short of this, I suggest counselors be dispensed with.

Counseling is a separate service and should remain centralized.

I would support limited decentralization.

Decentralization of counseling services would simply put the job back on the department chairman. I oppose it.

APPENDIX F (continued)

Item Number

Decentralization would result in students being unable to find help when they want and need it and disintegration of counseling as a distinct college function, for counseling would probably get lost in the shuffle.

22. This seems wise. Then each academic division could have a counseling specialist for that division.

Let's at least try the counseling division specialist idea as an experiment.

It may not be the only solution, but let's give it a try.

Assign a few counselors as specialists but leave some as generalists in the counseling area of the student services division.

No, counseling is a separate service and counselors should be well informed in general.

It is too difficult an undertaking to assign counselors to the various academic divisions.

We faculty have the expertise in the vocational academic divisions; we don't need "counseling specialists." I need counselors to help me with counseling relative to general academic subjects.

Counselors, who have at least one degree in a discipline other than their behavioral major, should be permanently assigned to a division as assistant division director to assist students majoring in that division. He/she should be thoroughly aware of the prerequisites to passing each course in the division, and by utilizing a Resource Section at Campus Administration, correlate students' records and tests with student selection of courses to be taken. The right to fail is too costly, and permissiveness must be checked!

Counselors need a broader background in the academic preparation and needs of students. They should advise students to fulfill the necessary program requirements. Too many students are poorly advised concerning required courses and have to attend extra sessions.

23. I question whether counselors have any great expertise in the area of curriculum and instruction, although perhaps their objectivity might be of some value.

Counselors could provide much-needed service to faculty by giving feedback from students. This could be incorporated in an

APPENDIX F (continued)

Item Number

overall systems approach.

Active involvement of counselors in matters pertaining to curriculum and instruction would probably improve interaction at the administrative level but not at the faculty level.

I think it is just as important that faculty get involved in counseling and advisement as it is for counselors to involve themselves in curriculum and instruction.

I think it is of prime importance to involve counselors in matters relating to curriculum and instruction.

This is where I place maximum priority. We must devise methods of communication that will facilitate and assure active involvement between counselors, faculty, administration, and students in the educational process. Then the larger community as well will benefit and we will be providing an avenue for life-long learning.

24. Willingness of counselors and faculty to use the communication system is the real problem!

24-25. We as individuals must take the initiative to devise dynamic communication systems. But let's face it! We are lazy, and we want someone else to set it up, and then we'll probably find excuses not to participate!

If only we could once again have our Faculty Dining Room or a lounge - some place where we could drop in and out again informally and know each other better personally. Such a facility would go a long way to providing resolution to the problem causes I rated as "maximum priority."

25. Interaction between faculty and counselors and students outside the classroom is impractical to expect in a community college setting.

26. Without this, nothing substantial will occur.

It is essential that we prioritize needs, resources, and services in order to maximize the effectiveness of counseling and instruction.

We can't work together if we can't get together.

27. Institutional goals and objective must be broad in scope to allow flexibility as social adjustments occur.

APPENDIX F (continued)

Item Number

The intrinsic worth of the idea to articulate and implement plans to achieve specific institutional objectives and goals is excellent! However, I'm not sure it would necessarily alleviate the identified problem.

The institution's objectives as presently stated in the current college bulletin (p. 5) are so vague that they are silly. It's like saying we believe in motherhood and the flag.

If our objectives and goals were more specific maybe we wouldn't be so quick and skillful in rationalizing poor-decision making.

A degree of specificity is desirable here to shape-up fuzzy thinking and to congeal general ideas into specific issues.

Your questionnaire just prompted me to reread the college Catalog and the Faculty Manual concerning objectives and goals. "Slim pickins!"

28. Clear, concise articulated goals and objectives are essential at every level!

It has been an experience in the past to watch us flounder around without clearly stated objectives. Hopefully, our 1975-76 reorganization will change all this. I will be interested in how our planning experts measure progress.

Unclear objectives result in ineffective use of resources.

Emphasis on clearly stated goals helps us to think in terms of how well we are reaching those goals.

29. It is imperative that we devise activities to emphasize the commonality of the goals of counseling and advisement and instruction.

Awareness of this commonality of goals is absolutely essential to problem solution.

This is of major importance.

30. I am emphatically in favor of any type of program that will promote positive relationships between counselors and faculty. We cheat ourselves and our students if we don't actively support this interaction.

If we are to trust each other as professionals, it is imperative that we get to know each other as human beings who are trustable.

APPENDIX F (continued)

Item Number

Informal get-togethers, koffee klatches, whatever - would go a long way to get the ball rolling here. A friendly relaxed atmosphere is bound to improve the climate for learning.

Perhaps distrust is a bit strong, but I guess if you mean "an absence of trust" because of little interaction, I certainly would have to see this as a problem cause.

I don't see this as pressing.

31. If department chairmen are required to teach a class, why not counselors? I believe this would give counselors a more realistic contact with and conception of students in the educational system.

I feel strongly that all qualified twelve month certificated staff should be required to teach a class.

The system does not need counselors as separate employees; all community college instructors should be counselors. Therefore, counselors now employed should be full-time instructors, not just teach one course. I guess what I am saying is that the system has artificially created two job descriptions that are actually one. We all are counselor-instructors. If we're not, we ought to get out of the business.

The simplest and most straightforward solution to the identified problem is to eliminate one group, the counselors. They should be absorbed into the instructional ranks where they can make better, more realistic use of their counseling skills.

The general faculty would view it as a distinct threat if counselors were required to teach a class.

Faculty and counselors have little appreciation for what the other does. Requiring counselors to teach a class would undoubtedly give them some good insights.

Requiring counselors to teach a class would be beneficial. It would (a) give them a better perspective; (b) by physical proximity, put them in contact with faculty on a regular basis; and (c) give faculty something in common to share.

If this alone were required, it would make more monies available for teaching salaries in addition to the other obvious benefits. Perhaps instructors should be required to assume regularly scheduled counseling/advising functions too. Then maybe a mutual respect might develop and the student would benefit.

APPENDIX F (continued)

Item Number

If counselors were expected to teach at least one class each session (Sessions I and II only), I believe they would be more empathetic with students and with faculty. Perhaps then some of the real, tangible problems that exist would assume greater importance to them.

Of course counselors should also teach!

Most counselors have been teachers at one time or another. They are needed as full-time counselors and should not be required to teach.

32. I doubt that the counseling staff has the time or the inclination to develop courses to maximize student development, but it would certainly be beneficial if they would.

Self-awareness is vital for success in any endeavor. The student needs to come to grips with strengths, areas of needed improvement, and finding a propitious niche in society. The counselor's empathetic sensitivity should be reinforced by the interpersonal relationship.

In areas of the counselor's expetise, he may be able to teach short-term specialized courses for specific purposes, like personal growth and development.

I don't see this as too important. Besides, I have to save my job!

Someone certainly needs to develop and teach courses of self-development and self-understanding, for we have many students who have unrealistic self-concepts and many unresolved problems.

I can't believe so few educators care about the whole student growth and development process. I could cry!

Development of such courses could be most useful.

Students need help in learning how to cope successfully in our modern world and how to understand themselves. Counselor-developed courses of this type are an excellent idea!

The neglected area of whole-student growth cries out for attention. Teachers are not contributing nearly enough. I wish counselors would make this a priority objective.

33 & 38. By what virtue are counselors perceived to be better qualified than faculty to be learning process consultants or behavioral specialists? The truth of the matter is that counselors need to be spending more time realistically serving the student.

APPENDIX F (continued)

Item Number

33. Unless counselors have expertise in learning process and in teaching this process, I don't think they should try to tell experienced faculty members how to teach their subjects.

If counselors were qualified as learning process consultants, I think it would be a tremendous assistance to the instructional staff and to the students. We need all the qualified help we can get!

This would be most useful.

Counselors would be effective in the role of learning process consultants only if they were specialists in the various teaching fields.

First, we have to interest faculty in wishing to avail themselves of learning process consultation. Creating awareness of need of such service is essential.

34. Teaching faculty who do not know of and adhere to the unique role of the community junior college should never be employed to teach there. And therein lies a major part of our problem today at S.P.J.C. Hopefully, staff development efforts will improve this situation, and future hiring will accord importance to this essential qualification.

This is vital. Too many of the faculty do not support the community college philosophy.

Most of the faculty understand the philosophy and mission of the community junior college.

There is already too much interference with proper class preparation by administrative activities that faculty members are required to perform.

35. I think most of the staff are committed to student needs and development.

"The institution" has stated this commitment in the college bulletin. But we are the institution. We must take the initiative. How many of us really witness to this commitment to students consistently as we discharge our duties?

36. Very few faculty members are prepared to do academic advising or career counseling in their own areas of academic expertise, nor do they have the time.

I doubt that most faculty members are qualified to advise or to

APPENDIX F (continued)

Item Number

counsel even in the area of their teaching speciality.

37. It is of central importance that we devise activities to assist counselors and faculty in respecting the tasks and contributions of the other.

38. You con't make a zebra by painting stripes on a mule! If counselors were effective in the role of social scientists and behavioral specialists, there wouldn't be a problem.

39. The referral system is a first-rate idea. Let's develop this and implement it.

I consider such a referral system of maximum importance because it should maximize counselor-student-faculty-community interaction.

Right on!

This is too idealistic. It'll never work.

40. If we would all remember that we are teaching whole persons and not stuffing minds isolated from bodies, we'd be more effective teachers.

"The new student" in today's community college must be received as a whole person or there's no way we'll teach him anything.

Too many of us are concerned only with classroom hurdle-jumping, not with learning.

General Comments:

1. I do hope that something will be done to implement the findings of this research project.

2. I think the department chairmen have a responsibility to counselors to make them aware of the various courses and programs within their areas. Counselors also should report back to department chairmen significant student feedback, etc., that would be beneficial in effecting positive change within the department.

3. Knowing the majority opinion has not changed most of my opinions as to the priority causes and solutions. I still feel our college is doing well in alleviating causes 10, 13, 14, 16, and 20, and in implementing solutions 1, 7, 8, 9, 14, 15, and 20. I think we should work more on solution 39, which is of prime importance.

SCHEDULE F (continued)

Item Number

4. With the teaching load I have there is no possible way I can take the time to defend any of my minority opinions.

5. I know that there must be some direction from us supervisors and that we must devote time to lead the way by our own actions and then drag along reluctant colleagues. But all too often we supervisors too are bogged down with our own minutiae and lose sight of the fact that we are leaders and have a role to fulfill as such. The end result is that all of us as individuals tend to look continually for "them" to do the job. We all must sit back and look at our priorities. Otherwise we will be looking only at trees and may never see the beauty or the meaning of the forest.

6. I am not trying to be critical, but I have used this instrument as a vehicle to do some reflective thinking. We become fragmented and then compartmentalized and end up in a partial state of isolation. We develop a feeling that our function is the most important and that others really don't understand how important we are. In fact, we are the victims of our own inward looking! Each of us must redevelop our commitment to the primary purpose of this institution and then use personal initiative to see that the job gets done properly.

7. The 20 "probable cause" items seem to distribute themselves across several catagories, as: physical isolation, trust, communication, conceptual difference, and institutional goals. I notice that the majority ranking on those items that can be classed as "institutional goal" items, is, on average, 3.

   This would imply, to me, either that our institutional goals are relatively clear to the majority of respondents or that our institutional goals are relatively unimportant to the majority, or that the setting of institutional goals is a hopeless task and should defer to the more immediate concerns of day-to-day operation.

   Though I have no illusions about the likelihood of our ever arriving at consensual institutional goals, I still hold that the meaning of any operation, academic or counseling, can be derived only from its context. To "improve" either teaching or counseling without reference to some end is meaningless.

   I think that all of our college services are being continually whip-sawed between "academica" and the "open door," between "remediation" and "retention," between "transfer" and "terminal," between "individualized instruction" and "FTE." No institution can be all things to all people. Those that try may well evolve to become "perfunctory people processors."

APPENDIX F (continued)

General Comment:

For us to become merely schizophrenic would seem an improvement: in our present circumstance, we are required to be multiphrenic. Institutional goals based on societal consensus and the resources to realize them seem to be the basis that is required to design and measure operations. I have given maximum priority to those items on the inventory.

8. Given the problem as stated, perhaps the most effective solution could be a directed (planned, organized, scheduled, etc.) interaction of counselors and faculty - managed by administration. In the same manner, interdisciplinary "cross-pollination" might be encouraged. However, perhaps this solution might be too "military."

9. I have no time for this sort of thing.

10. I would never have suspected I could so easily agree with members of the faculty and counseling staff on most of these statements. Apparently, the respondents are close to consensus now on this second questionnaire.

APPENDIX F

Minority Opinions and Related Comments: Round One of Delphi Counselor Sub-Group

Item Number

1. Space is an artificial barrier used by persons who are unwilling to make the effort it takes to get involved.

2. People will find time and ways to interact, if they really want to!

3. Both faculty and counselors spend an inordinate amount of time telling themselves and each other how rigorous our jobs are.

4. Attitudinal competitiveness between counselors and faculty exists, but it is not dictated or encouraged by the institution.

6. Too many instructors don't understand the mission of S.P.J.C.

9. If we don't know each other as human beings, how can we trust each other?

29. How about encouraging encounter-discussion groups and possibly planning more cross-campus opportunities to interact? This strategy should go a long way to breaking down barriers between counselors and instructors.

APPENDIX F

Minority Opinions and Related Comments: Round Two of Delphi Counselor Sub-Group

Item Number

1. Cooperative interaction is possible no matter what physical separation exists; too many persons just won't make the effort.

   The physical separation of counselors from faculty and students is less important than that faculty and students seem to have little understanding of what counselors do.

2. The system for communication exists; it just isn't used.

3. There is plenty of opportunity for interaction between counselors and faculty; it's just that no one takes the responsibility of initiating or planning it.

4. Listing heavy work load and limited institutional resources as problem sources is a cop-out! Maybe we all - counselors and faculty - are using our time inappropriately.

5. Unclear institutional goals are at the crux of the problem. They need to be more clearly defined and communicated to all, including students.

6. With the onset of P.P.B.S. and the attendant institutional reorganization along program or goal oriented lines, hopefully this will cease to be a problem. However, we do need to publicize our objectives and goals more aggressively.

7. Instructional program objectives and goals need more defining and publicizing.

8. Attitudinal competitiveness between counselors and faculty definitely exists. Each executive area is caught up in its own perceived importance, and too little time has been spent considering the mutuality of purposes of these two areas.

9. Lack of trust between counselors and faculty rests upon their lack of understanding of each others tasks and responsibilities. Much of this rests on their physical separation.

10. Counselors do know of the "rigors" of the classroom.

    Many counselors have forgotten the pressures placed on classroom instructors and are not sympathetic.

11. Instructors, generally speaking, do not understand nor appreciate the role of the counselor. They should "walk a mile in my shoes."

Item Number

12. The past organizational structure of the S.P.J.C. system has not facilitated the "seeing of the big picture" - how instructors and counselors should be working hand-in-glove toward staff and student development - how they share in a common institutional goal.

13. Both counselors and faculty should be working toward the same ends - the "learned student." Only their means should differ.

    The most important thing this research project could possibly accomplish would be to make counselors and faculty more aware of the commonality of their goals.

14. Too many S.P.J.C. instructors are frustrated university professors. They don't want to teach any but the academically excellent university-bound student.

    Many instructors do not understand the community college philosophy. Many more understand it but just don't agree with it!

    If a well-rounded student is the desired end result of the educational process, then instructors must come to realize that all facets of the student's experience must be attended to - not just his need for facts and subject matter. Instruction alone is not education.

    The vast majority of the faculty feel that they are teaching at the senior college level and do not subscribe to the community college philosophy. Instructors seem to feel that the counselors are responsible for sending them students who are incompetent - unable to read, unable to think, and very lazy.

17. Faculty and counselors do recognize the primary purpose they share, with some notable exceptions, of course!

18. There is no need for counselors to tell instructors how to teach.

    The instructor ought to be better able to determine the learning style of his students than the counselor who may only see him for an initial interview.

    Ideally, counselors should serve as learning process consultants to the faculty. However, with large enrollments and dwindling counseling staff, this is probably not feasible under our present structure.

19. I would reluctantly have to question the competency of most counselors in this important role of learning process consultant.

    Feedback from students indicates a great need for instructors to utilize a broad spectrum of instructional modes and to make instruction relevant to real life.

Item Number

How feasible is it to expect teachers to individualize their instructional modes with ever-increasing class size?

The vast majority of instructors still rely on the lecture method, which leaves many students academically undernourished.

20. The prime reason counseling is suffering at S.P.J.C. is because individual counselors expend their energies providing services they like rather than services students need.

21. Clearwater Campus has tried decentralizing counseling and it has not succeeded in some areas.

Assign counselors to spend time in academic areas whenever, and if, the traffic warrants.

Assigning counselors to academic departments or divisions would serve the purpose at least of acquainting faculty with the types of tasks and responsibilities counselors have.

Decentralizing counseling is not a practical means of functioning under the present responsibility counselors have for academic advisement, inasmuch as the logistics of getting student files back and forth to many locations around campus would pose problems. However, if this could be worked out, I would agree that decentralization of counseling services should take top priority.

As long as SOLAR is a reality, total decentralization is impractical. Some part-time decentralization should be attempted though, as long as we can retain some type of central counseling services too.

Because counseling and other student services are so interdependent, (records, SOLAR, deans, testing, career planning, career library, etc.), it would be impractical to scatter the counselors around the campus.

This decentralization has not worked in some other colleges.

22. Decentralization holds the key to viable college counseling services.

A counselor should serve the whole student, not just meet his academic needs in one specific area.

Counseling specialists cannot be afforded in our current system, which is characterized by limited resources.

Effective counseling does not require expertise in specific subject matter areas.

Counseling specialists are not the answer, for instructors certainly can be "expert" academic advisors. Counselors are expert in far more than academic advising.

Counselors should spend some time in each academic department, thereby gaining over-all expertise in academic advising, which admittedly we do not have.

Counselors should engage in "fish bowl counseling" - they should be where the students are and easily accessible to them.

Too much counseling specialization in a given academic area might prove to be detrimental to a counselor's effectiveness in helping all students.

Counselors could well develop more expertise in overall academic advising. We tend to be too often generalists, when the student may need specificity.

23. My expertise as a counselor is counseling and not curriculum and instruction. I see no reason for counselors to involve themselves in C. and I. except in a very peripheral way.

Under the 1975-76 reorganization plan, hopefully the campus directors of curriculum and instructional development will allow counselors to make meaningful and important contributions in this vital area.

24. Until and unless counselors and faculty come to care about themselves, each other, and their students, no system of communication will succeed. If human beings don't understand and care, the best of systems will fail.

31 & 32 All counselors should be teaching a class that includes orientation, career choice, and personal growth. (Like ID 150.)

Most counselors on the Clearwater Campus do teach a class in individual discovery.

Courses such as individual discovery (ID 150) are well received by students.

Involving counselors in teaching provides an important area of commonality between instructors and counselors and provides a bond of understanding between them.

Counselors do "teach" all the time, but it's more like tutoring on a one-to-one basis. We need group experiences and should develop and teach individual discovery type courses.

33 & 38 If we as counselors demonstrate our skill as behavioral specialists and social scientists, hopefully our expertise will be

recognized, valued, and sought in the instructional process and in the total academic community.

33, 38, This is where it's at!!!
39, 40. This would put all of us "on the same team" and would structure for unity of purpose in the educational game, i.e., what is best for the student's whole-person growth and development to survive in an undefined future and our responsibility to facilitate it.

Synthesis Comment: From one participant in the counseling sub-group

To me there is implied in statements 1, 21, and 22, and the priorities assigned, that a major problem exists and could be solved by physical location and specialization. I do not agree. I still maintain that separation is attitudinal, not physical. I would put a high priority on (1) clarification of institutional, instructional, and counseling goals and objectives (5, 6, 7, 27, 28, 29); and (2) the enhancement of communication as a major problem and solution (1, 24, 25). I think the major expertise of the counselor is in the understanding and facilitation of student development and growth. Thus he becomes the resource and service personnel of the college to facilitate this growth through instruction programs and student growth experiences planned in addition to the classroom experiences (23, 25, 31, 32, 33, 38, 39, 40). I think there is attitudinal competitiveness between instruction and counseling and advisement (8), but it is not constructive competitiveness as much as it is destructive jealousy and mistrust (9). I think it is essential that all of us be constantly reminded of the philosophical base upon which the system of education in which we work is built (34, 40). It is not a system without base, and it cannot function as a whole if the educational philosophy is determined behind the doors of each classroom or office of the institution.

APPENDIX G

(Correct) Rerun TOTAL-175 Rd. I

Round I

total / Rd I

CLASS ITEM ANALYSIS

PAGE 1

CONTROL NO. 000000

DEPT. NAT-SCIENCES IDENT. PROGRAMS AND EVALS SUBJECT TOTAL (175) DATE 02-25-75

RESPONSE NUMBERS

n=175 except where noted

Code	QUESTION NO.	Mean Causes	1		2		3		4		5		BLANK			Mode	MEAN
(4)	1		20	11.4%*	23	13.1%	48	27.4%	49	28.0%	35	20.0%	0	0.0%		4	3.32 1
(4)	2		14	8.0%*	15	8.6%	30	17.1%	59	33.7%	57	32.6%	0	0.0%		4	3.74 2-3
(5)	3		11	6.3%*	18	10.3%	45	25.7%	41	23.4%	60	34.3%	0	0.0%		5	3.69 3-5
(4)	4		11	6.3%*	30	17.1%	49	28.0%	36	20.6%	49	28.0%	0	0.0%	tie – 3(4)	4	3.47 4-
(2)	5		31	17.7%*	41	23.4%	39	22.3%	28	16.0%	36	20.6%	0	0.0%		2	2.98 5
(4)	6		24	13.7%*	33	18.9%	43	24.6%	44	25.1%	31	17.7%	0	0.0%		4	3.14 6
(3)	7		37	21.1%*	30	17.1%	52	29.7%	33	18.9%	23	13.1%	0	0.0%		3	2.86 7
(1)	8		49	28.0%*	34	19.4%	41	23.4%	30	17.1%	21	12.0%	0	0.0%		1	2.66 8
(4)	9		36	20.6%*	36	20.6%	36	20.6%	37	21.1%	30	17.1%	0	0.0%		4	2.94 9
(3)	10		37	21.1%*	33	18.9%	45	25.7%	26	14.9%	34	19.4%	0	0.0%		3	2.93 10
(3)	11		31	17.7%*	28	16.0%	57	32.6%	35	20.0%	24	13.7%	0	0.0%		3	2.16 11
(3)	12		21	12.0%*	29	16.6%	48	27.4%	43	24.6%	34	19.4%	0	0.0%		3	3.23 12
(3)	13		25	14.3%*	26	14.9%	76	43.4%	24	13.7%	23	13.1%	1	0.6%	(when n=174; 2.97)	3	2.95 13
(3)	14		42	24.0%*	34	19.4%	43	24.6%	39	22.3%	17	9.7%	0	0.0%		3	2.74 14
(3)	15		40	22.9%*	26	14.9%	48	27.4%	29	16.6%	32	18.3%	0	0.0%		3	2.93 15
(3)	16		37	21.1%*	32	18.3%	58	33.1%	32	18.3%	16	9.1%	0	0.0%		3	2.76 16
(4)	17		31	17.7%*	30	17.1%	42	24.0%	44	25.1%	28	16.0%	0	0.0%		4	3.05 17
(4)	18		25	14.3%*	29	16.6%	34	19.4%	49	28.0%	38	21.7%	0	0.0%		4	3.26 18
(3)	19		33	18.9%*	26	14.9%	49	28.0%	35	20.0%	31	17.7%	1	0.6%	(when n=174; 3.03)	3	3.01 19
(3)	20		26	14.9%*	29	16.6%	64	36.6%	33	18.9%	23	13.1%	0	0.0%		3	2.99 20
		SOLUTIONS															
(5)	21		25	14.3%*	27	15.4%	31	17.7%	38	21.7%	54	30.9%	0	0.0%		5	3.39 21
(5)	22		22	12.6%*	11	6.3%	27	15.4%	51	29.1%	64	36.6%	0	0.0%	tie	5	3.71 22-23
(4)	23		18	10.3%*	14	8.0%	38	21.7%	59	33.7%	46	26.3%	0	0.0%	tie	4	3.58 22-

X.2 total 175 Rd I

Round I

total
Rd I

```
                         C L A S S    I T E M   A N A L Y S I S

        CONTROL NO.  000000
                                                                                  PAGE    2
        DEPT.    NAT-SCIENCE2      IDENT.   MCGARRY'S WRF EVALS    SUBJECT  TOTAL      DATE   02-25-75

                                                  RESPONSE NUMBERS                                         n=175

        QUESTION NO.          1             2             3             4             5           BLANK      MEAN

  (5)     24     1      10   5.7%*    17   9.7%    30  17.1%    37  21.1%    81 (46.3%)    0   0.0%    1  5 3.93
  (5)     25            15   8.6%*    18  10.3%    31  17.7%    50  28.6%    61 (34.9%)    0   0.0%    3  5 3.71
  (3)     26            18  10.3%*    21  12.0%    55 (31.4%)   50  28.6%    31  17.7%     0   0.0%    9  3 3.31
  (3)     27    14      23  13.1%*    27  15.4%    59 (33.7%)   40  22.9%    26  14.9%     0   0.0%   14  3 3.11 27
  (5)     28            24  13.7%*    21  12.0%    60 (34.3%)   43  24.6%    27  15.4%     0   0.0%   13  3 3.16 28
  (3)     29            27  15.4%*    28  16.0%    56 (32.0%)   40  22.9%    24  13.7%     0   0.0%   15  3 3.03 29
  (5)     30            21  12.0%*    17   9.7%    46  26.3%    40  22.9%    51 (29.1%)    0   0.0%    7  5 3.47
  (1)     31    18      54 (30.9%*)   25  14.3%    26  14.9%    33  18.9%    37  21.1%     0   0.0%   18  1 2.85 31
  (1)     32            48 (27.4%*)   25  14.3%    43  24.6%    24  13.7%    35  20.0%     0   0.0%    2  1 2.30 32
  (3)     33    16      39  22.3%*    27  15.4%    40 (22.9%)   44  25.1%    25  14.3%     0   0.0%   16  3 2.94 33
  (3)     34            42  24.0%*    27  15.4%    51 (29.1%)   35  20.0%    20  11.4%     0   0.0%   19  3 2.79 34
  (5)     35            21  12.0%*    17   9.7%    39  22.3%    36  20.6%    62 (35.4%)    0   0.0%   24  5 3.58
  (5)     36            13   7.4%*    16   9.1%    39  22.3%    49  28.0%    58 (33.1%)    0   0.0%    4  5 3.70
  (4)     37            27  15.4%*    17   9.7%    40  22.9%    60 (34.3%)   31  17.7%     0   0.0%   11  4 3.29 37
  (3)     38            37  21.1%*    20  11.4%    63 (36.0%)   37  21.1%    18  10.3%     0   0.0%   17  3 2.88 38
  (3)     39            20  11.4%*    25  14.3%    49 (28.0%)   44  25.1%    37  21.1%     0   0.0%   10  3 3.30 39
  (4)     40            28  16.0%*    25  14.3%    44  25.1%    45 (25.7%)   33  18.9%     0   0.0%   12  4 3.17 40

                              NUMBER OF TEST REC.   177   ACTUAL  (175)
```

Rerun (correct) Rd. I
Faculty - 154

Round I

FACULTY
Rd I

CLASS ITEM ANALYSIS

CONTROL NO. 000000 PAGE 1

DEPT. NAT-SCIENCE2 IDENT. MCGARY'S WRP EVALS SUBJECT FACULTY (154) DATE 02-25-75

RESPONSE NUMBERS

Mode	QUESTION NO.	Mean Causes (1-20)	1		2		3		4		5		BLANK		N = 154		MEAN	
(3)	1	4	18	11.7%*	17	11.0%	44	28.6%	41	26.6%	34	22.1%	0	0.0%	4	3	3.36	1
(4)	2 -	1	14	9.1%*	12	7.8%	23	14.9%	53	34.4%	52	33.8%	0	0.0%	1	4	3.76	-2
(5)	3	2	11	7.1%*	15	9.7%	39	25.3%	36	23.4%	53	34.4%	0	0.0%	2	5	3.68	-3
(5)	4	3	11	7.1%*	26	16.9%	45	29.2%	26	16.9%	46	29.9%	0	0.0%	3	5	3.45	4
(2)	5	10	26	16.9%*	37	24.0%	31	20.1%	24	15.6%	36	23.4%	0	0.0%	10	2	3.05	6
(4)	6 -	6	17	11.0%*	29	18.8%	38	24.7%	40	26.0%	30	19.5%	0	0.0%	6	4	3.24	6
(3)	7	17	32	20.8%*	26	16.9%	46	29.9%	27	17.5%	23	14.9%	0	0.0%	17	3	2.89	7
(1)	8	19	46	29.9%*	26	16.9%	37	24.0%	27	17.5%	18	11.7%	0	0.0%	19	1	2.64	8
(1)	9	5	34	22.1%*	30	19.5%	32	20.8%	29	18.8%	29	18.8%	0	0.0%	15	1	2.93	9
(3)	10	2	30	19.5%*	28	18.2%	37	24.0%	26	16.9%	33	21.4%	0	0.0%	12	3	3.03	10
(3)	11	14	29	18.8%*	27	17.5%	44	28.6%	32	20.8%	22	14.3%	0	0.0%	14	3	2.94	11
(3)	12	[illegible]	21	13.6%*	24	15.6%	41	26.6%	38	24.7%	30	19.5%	0	0.0%	[illegible]	3	3.21	12
(3)	13	16	24	15.6%*	20	13.0%	69	44.8%	21	13.6%	19	12.3%	1	0.6%	16	3	2.72	13
(1)	14	20	42	27.3%*	31	20.1%	39	25.3%	27	17.5%	15	9.7%	0	0.0%	20	1	2.62	14
(3)	15	9	31	20.1%*	22	14.3%	42	27.3%	27	17.5%	32	20.8%	0	0.0%	9	3	3.05	15
(3)	16	7	34	22.1%*	27	17.5%	51	33.1%	26	16.9%	16	10.4%	0	0.0%	18	3	2.76	16
(3)	17	11	29	18.8%*	24	15.6%	40	26.0%	34	22.1%	27	17.5%	0	0.0%	11	3	3.04	17
(4)	18	5	21	13.6%*	26	16.9%	30	19.5%	39	25.3%	38	24.7%	0	0.0%	5	4	3.31	18
(3)	19	3	32	20.8%*	23	14.9%	44	28.6%	25	16.2%	29	18.8%	1	0.6%	13	3	2.95	19
(3)	20	8	21	13.6%*	23	14.9%	58	37.7%	29	18.8%	23	14.9%	0	0.0%	8	3	3.06	20
(5)	21	Solutions (21-40)	20	13.0%*	21	13.6%	25	16.2%	34	22.1%	54	35.1%	0	0.0%	7	5	3.53	21
(5)	22	2	18	11.7%*	8	5.2%	18	11.7%	48	31.2%	62	40.3%	0	0.0%	2	5	3.83	22
(4)	23 -	6 5 hi	18	11.7%*	10	6.5%	37	24.0%	47	30.5%	42	27.3%	0	0.0%	⑥ 5 hi	4	3.55	23

(154) FACULTY -p-2- Rd. I

Round I

Faculty
Rd. I

```
                              C L A S S   I T E M   A N A L Y S I S

     CONTROL NO.  000000                                                              PAGE    2

     DEPT.   NAT-SCIENCES        IDENT.   MCGARY'S MRP EVALS      SUBJECT  FACULTY      DATE   02-25-75

                                                    RESPONSE NUMBERS

        QUESTION NO.             1               2              3              4              5            BLANK
Mode           Mean
 (5)  24         1        9   5.8%*     14   9.1%     28  18.2%     30  19.5%     73  47.4%     0   0.0%
 (5)  25         4       15   9.7%*     17  11.0%     30  19.5%     41  26.6%     51  33.1%     0   0.0%
 (3)  26        10       17  11.0%*     21  13.6%     50  32.5%     40  26.0%     26  16.9%     0   0.0%
 (3)  27        12       22  14.3%*     19  12.3%     54  35.1%     34  22.1%     25  16.2%     0   0.0%
 (3)  28        13       24  15.6%*     18  11.7%     53  34.4%     36  23.4%     23  14.9%     0   0.0%
 (3)  29        15       27  17.5%*     26  16.9%     51  33.1%     30  19.5%     20  13.0%     0   0.0%
 (3)  30         8       21  13.6%*     14   9.1%     44  28.6%     33  21.4%     42  27.3%     0   0.0%
 (1)  31        16       46  29.9%*     23  14.9%     21  13.6%     29  18.8%     35  22.7%     0   0.0%
 (1)  32        19       45  29.2%*     23  14.9%     35  22.7%     20  13.0%     31  20.1%     0   0.0%
(1)*(4) 33 ? tied        38  24.7%*     24  15.6%     32  20.8%     38  24.7%     22  14.3%     0   0.0%
 (3)  34        20       42  27.3%*     21  13.6%     47  30.5%     25  16.2%     19  12.3%     0   0.0%
 (5)  35        21       21  13.6%*     13   8.4%     35  22.7%     30  19.5%     55  35.7%     0   0.0%
 (5)  36         2       13   8.4%*     15   9.7%     34  22.1%     37  24.0%     55  35.7%     0   0.0%
 (4)  37        11       27  17.5%*     15   9.7%     36  23.4%     50  32.5%     26  16.9%     0   0.0%
 (3)  38        18       36  23.4%*     18  11.7%     55  35.7%     29  18.8%     16  10.4%     0   0.0%
 (3)  39         9       20  13.0%*     23  14.9%     43  27.9%     35  22.7%     33  21.4%     0   0.0%
 (4)  40        14       28  18.2%*     23  14.9%     38  24.7%     39  25.3%     26  16.9%     0   0.0%

                                NUMBER OF TEST REG.    154    ACTUAL   154
```

n=154
MEAN

1	5	3.94	24
4	5	3.62	25
10	3	3.24	26
12	3	3.14	27
13	3	3.10	28
15	3	2.94	29
8	3	3.40	30
16	1	2.90	31
19	1	2.80	32
17	1-4	2.88	33
20	3	2.73	34
21	5	3.55	35 EM
2	5	3.69	36
11	4	3.21	37
18	3	2.81	38
9	3	3.25	39
14	4	3.08	40

Faculty [illegible]

3.94	1	24
3.62	2	25
3.69	3	36
3.62	4	25
3.55	5	35
"	6	[illegible]
[illegible]	7	[illegible]

Rerun (correct) Rd. I
COUNSELORS - 21

Round I

CLASS ITEM ANALYSIS

Counselors
Rd. I

CONTROL NO. 000000 PAGE 1

DEPT. NAT-SCIENCE2 IDENT. MCGARY-S WRP EVALS SUBJECT COUNSELORS (21) DATE 02-25-75

RESPONSE NUMBERS

n = 21

Mode	QUESTION NO.	MEAN Causes (1-20)	1	2	3	4	5	BLANK	★	MEAN	
(4)	1		2 9.5%	6 28.6%	4 19.0%	8 38.1%	1 4.8%	0 0.0%	tied in 10	4 3.00	1
(3)	2		0 0.0%	3 14.3%	7 33.3%	6 28.6%	5 23.8%	0 0.0%	3	3 3.62	2
(5)	3		0 0.0%	3 14.3%	6 28.6%	5 23.8%	7 33.3%	0 0.0%	1	5 3.76	3
(4)	4		0 0.0%	4 19.0%	4 19.0%	10 47.6%	3 14.3%	0 0.0%	4	4 3.57	4
(3)	5		5 23.8%	4 19.0%	8 38.1%	4 19.0%	0 0.0%	0 0.0%	16	3 2.52	5
(1)	6		7 33.3%	4 19.0%	5 23.8%	4 19.0%	1 4.8%	0 0.0%	18	1 2.43	6
3-4 (3)	7		5 23.8%	4 19.0%	6 28.6%	6 28.6%	0 0.0%	0 0.0%	16	3 2.62	7
(2)	8		3 14.3%	8 38.1%	4 19.0%	3 14.3%	3 14.3%	0 0.0%	14	2 2.76	8
(4)	9		2 9.5%	6 28.6%	4 19.0%	8 38.1%	1 4.8%	0 0.0%	tied in 10	4 3.00	9
(3)	10		7 33.3%	5 23.8%	8 38.1%	0 0.0%	1 4.8%	0 0.0%	19	3 2.19	10
(3)	11		2 9.5%	1 4.8%	13 61.9%	3 14.3%	2 9.5%	0 0.0%	9	3 3.10	11
(3)	12		0 0.0%	5 23.8%	7 33.3%	5 23.8%	4 19.0%	0 0.0%	6	3 3.38	12
(3)	13		1 4.8%	6 28.6%	7 33.3%	3 14.3%	4 19.0%	0 0.0%	7	3 3.14	13
(4)	14		0 0.0%	3 14.3%	4 19.0%	12 57.1%	2 9.5%	0 0.0%	2	4 3.62	14
(1)	15		9 42.9%	4 19.0%	6 28.6%	2 9.5%	0 0.0%	0 0.0%	20	1 2.05	15
(3)	16		3 14.3%	5 23.8%	7 33.3%	6 28.6%	0 0.0%	0 0.0%	13	3 2.76	16
(4)	17		2 9.5%	6 28.6%	2 9.5%	10 47.6%	1 4.8%	0 0.0%	8 7th	4 3.10	17
(4)	18		4 19.0%	3 14.3%	4 19.0%	10 47.6%	0 0.0%	0 0.0%	12	4 2.75	18
(4)	19		1 4.8%	3 14.3%	5 23.8%	10 47.6%	2 9.5%	0 0.0%	5 4	4 3.43	19
2-3 (2)	20		5 23.8%	6 28.6%	6 28.6%	4 19.0%	0 0.0%	0 0.0%	19	2 2.43	20
2-3 (2)	21	Solutions 21-23 20 15	5 23.8%	6 28.6%	6 28.6%	4 19.0%	0 0.0%	0 0.0%	20	2-3 2.43	21
(3)	22	18 13	4 19.0%	3 14.3%	9 42.9%	3 14.3%	2 9.5%	0 0.0%	18 13	3 2.81	22
(4)	23	9 5th	0 0.0%	4 19.0%	1 4.8%	12 57.1%	4 19.0%	0 0.0%	8 5th (3 way)	4 3.76	23

(21) Counselors - p 2 - Rd I

Round I

Counselors 2
Rd I

C L A S S   I T E M   A N A L Y S I S

CONTROL NO. 000000

PAGE 2

DEPT. NAT-SCIENCE2   IDENT. MCGARY'S WRP EVALS   SUBJECT COUNSELORS   DATE 02-25-75

RESPONSE NUMBERS

n = 21

Mode	QUESTION NO.	Mean	1		2		3		4		5		BLANK			MODE	MEAN	
(5)	24	3	1	4.8%*	3	14.3%	2	9.5%	7	33.3%	8	(38.1%)	0	0.0%	3	5	3.86	24
(5)	25	1 1	0	0.0%*	1	4.8%	1	4.8%	9	42.9%	10	(47.6%)	0	0.0%	1	5	4.33	25
(4)	26	5	1	4.8%*	0	0.0%	5	23.8%	10	(47.6%)	5	23.8%	0	0.0%	5	4	3.86	26
(2)	27	17	1	4.8%*	8	(38.1%)	5	23.8%	6	28.6%	1	4.8%	0	0.0%	19	2	2.90	27
3-4 (4)	28	12	0	0.0%*	3	14.3%	7	(33.3%	7	33.3%)	4	19.0%	0	0.0%	12	3 4	3.57	28
(4)	29	10	0	0.0%*	2	9.5%	5	23.8%	10	(47.6%)	4	19.0%	0	0.0%	19	4	3.76	29
(5)	30	2 2	0	0.0%*	3	14.3%	2	9.5%	7	33.3%	9	(42.9%)	0	0.0%	2	5	4.05	30
(1)	31	19	8	(38.1%*)	2	9.5%	5	23.8%	4	19.0%	2	9.5%	0	0.0%	19	1	2.52	31
(3)	32	16	3	14.3%*	2	9.5%	8	(38.1%)	4	19.0%	4	19.0%	0	0.0%	16	3	3.19	32
(3)	33	16	1	4.8%*	3	14.3%	8	(38.1%)	6	28.6%	3	14.3%	0	0.0%	14	3	3.33	33
(4)	34	15	0	0.0%*	6	28.6%	4	19.0%	10	(47.6%)	1	4.8%	0	0.0%	15	4	3.29	34
(5)	35	8	0	0.0%*	4	19.0%	4	19.0%	6	28.6%	7	(33.3%)	0	0.0%	8	5	3.76	35
(4)	36	7 4	0	0.0%*	1	4.8%	5	(23.8%)	12	(57.1%)	3	14.3%	0	0.0%	7	4	3.81	36
(4)	37	6	0	0.0%*	2	9.5%	4	19.0%	10	(47.6%)	5	23.8%	0	0.0%	6	4	3.86	37
3-4 (3)	38	13	1	4.8%*	2	9.5%	8	(38.1%	8	38.1%)	2	9.5%	0	0.0%	12	3	3.38	38
(4)	39	11	0	0.0%*	2	9.5%	6	28.6%	9	(42.9%)	4	19.0%	0	0.0%	11	4	3.71	39
(5)	40	4	0	0.0%*	2	9.5%	6	28.6%	6	28.6%	7	(33.3%)	0	0.0%	4	5	3.86	40

NUMBER OF TEST REQ. 23 ACTUAL (21)

Rd II TOTAL - 167

Rd II

Rd II

C L A S S   I T E M   A N A L Y S I S

total
Rd II

CONTROL NO. 000000

PAGE 1

DEPT.

IDENT. AAA MCCARRY TOTAL RAP SUBJECT 0

DATE 03-10-75

RESPONSE NUMBERS

Modes

Causes

Rd I	Rd II	QUESTION NO.	1		2		3		4		5		BLANK		Mode / Mean N = 167
4	4	1	4	2.4%	10	6.0%	26	15.6%	120	71.9%	7	4.2%	0	0.0%	4 14 (4) 3.69 1.
4	4	2	1	0.6%	4	2.4%	10	6.0%	136	81.4%	16	9.6%	0	0.0%	2 8 (4) 3.97 2
5	5	3	1	0.6%	6	3.6%	19	11.4%	22	13.2%	119	71.3%	0	0.0%	1 5 (5) 4.51 3.
4	4	4	5	3.0%	9	5.4%	20	12.0%	117	70.1%	16	9.6%	0	0.0%	3 13 (4) 3.78 4.
2	2	5	20	12.0%	106	63.5%	15	9.0%	15	9.0%	11	6.6%	0	0.0%	11 37 (2) 2.25 5.
4	4	6	4	2.4%	19	11.4%	33	19.8%	99	59.3%	12	7.2%	0	0.0%	7 17 (4) 3.51 6
3	3	7	10	6.0%	29	17.4%	104	62.3%	14	8.4%	10	6.0%	0	0.0%	17 35 (3) 2.91 7.
1	1	8	91	54.5%	39	23.4%	15	9.0%	13	7.8%	9	5.4%	0	0.0%	20 40 (1) 1.86 8.
4	4	9	17	10.2%	14	8.4%	35	21.0%	89	53.3%	12	7.2%	0	0.0%	8 18 (4) 3.37 9
3	3	10	16	9.6%	24	14.4%	104	62.3%	15	9.0%	8	4.8%	0	0.0%	17 36 (3) 2.85 10.*
3	3	11	6	3.6%	18	10.8%	120	71.9%	16	9.6%	7	4.2%	0	0.0%	12 28 (3) 3.00 11.
3	3	12	6	3.6%	14	8.4%	114	68.3%	22	13.2%	11	6.6%	0	0.0%	24 (3) 3.11 12
3	3	13	6	3.6%	10	6.0%	102	61.1%	32	19.2%	17	10.2%	0	0.0%	9 19 (3) 3.26 13.
3	3	14	15	9.0%	18	10.8%	99	59.3%	26	15.6%	9	5.4%	0	0.0%	12 30 (3) 2.98 14
3	3	15	18	10.8%	15	9.0%	105	62.9%	17	10.2%	12	7.2%	0	0.0%	17 33 (3) 2.94 15.
3	3	16	13	7.8%	19	11.4%	110	65.9%	14	8.4%	11	6.6%	0	0.0%	13 31 (3) 2.95 16.
4	4	17	6	3.6%	15	9.0%	30	18.0%	104	62.3%	12	7.2%	0	0.0%	6 16 (4) 3.60 17. -
4	4	18	9	5.4%	10	6.0%	21	12.6%	113	67.7%	14	8.4%	0	0.0%	6 15 (4) 3.68 18 -
3	3	19	8	4.8%	16	9.6%	104	62.3%	23	13.8%	16	9.6%	0	0.0%	10 23 (3) 3.14 19
3	3	20	13	7.8%	14	8.4%	120	71.9%	12	7.2%	8	4.8%	0	0.0%	16 34 (3) 2.93 20.*
SOLUTIONS															
5	5	21	11	6.6%	19	11.4%	25	15.0%	25	15.0%	87	52.1%	0	0.0%	7 9 (5) 3.95 21. -
5	5	22	8	4.8%	15	9.0%	16	9.6%	37	22.2%	91	54.5%	0	0.0%	6 7 (5) 4.13 22.
4	4	23	3	1.8%	8	4.8%	21	12.6%	113	67.7%	22	13.2%	0	0.0%	8 10 (4) 3.86 23. -

[illegible] Rd I

Total Rd II

CLASS ITEM ANALYSIS

Total
Rd. II

CONTROL NO. 000000

PAGE 2

DEPT.

IDENT. ANN MCCARRY TOTAL RN SUBJECT P

DATE 03-19-75

RESPONSE NUMBERS

Rd. I	Rd II	QUESTION NO.	1		2		3		4		5		BLANK		Rank		Key	Mean	
5	5	24	1	0.6%*	1	0.6%	11	6.6%	25	15.0%	129	77.2%	0	0.0%	1	1	(5)	4.68	24
5	5	25	4	2.4%*	2	1.2%	11	6.6%	19	11.4%	131	78.4%	0	0.0%	2	2	(5)	4.62	25.
3	3	26	8	4.8%*	9	5.4%	108	64.7%	30	18.0%	12	7.2%	0	0.0%	12	21	(3)	3.17	26.
3	3	27	11	6.6%*	15	9.0%	107	64.1%	22	13.2%	12	7.2%	0	0.0%	15	26	(3)	3.05	27.
3	3	28	9	5.4%*	10	6.0%	117	70.1%	20	12.0%	11	6.6%	0	0.0%	14	25	(3)	3.08	28
3	3	29	10	6.0%*	9	5.4%	111	66.5%	21	12.6%	16	9.6%	0	0.0%	13	22	(3)	3.14	29
5	5	30	8	4.8%*	3	1.8%	19	11.4%	15	9.0%	122	73.1%	0	0.0%	5	6	(5)	4.44	30.
1	1	31	106	63.5%*	12	7.2%	21	12.6%	16	9.6%	12	7.2%	0	0.0%	21	39	(1)	1.90	31.
1	1	32	81	48.5%*	28	16.8%	25	15.0%	21	12.6%	12	7.2%	0	0.0%	19	38	(1)	2.13	32
3	3	33	18	10.8%*	14	8.4%	98	58.7%	27	16.2%	10	6.0%	0	0.0%	17	29	(3)	2.98	33.
3	3	34	23	13.8%*	12	7.2%	97	58.1%	20	12.0%	15	9.0%	0	0.0%	18	32	(3)	2.95	34
5	5	35	3	1.8%*	3	1.8%	18	10.8%	19	11.4%	124	74.3%	0	0.0%		3	(5)	4.54	35.
5	5	36	3	1.8%*	5	3.0%	12	7.2%	25	15.0%	122	73.1%	0	0.0%	3	4	(5)	4.54	36.
4	4	37	5	3.0%*	3	1.8%	24	14.4%	123	73.7%	12	7.2%	0	0.0%	10	12	(4)	3.60	37. –
3	3	38	10	6.0%*	9	5.4%	119	71.3%	24	14.4%	5	3.0%	0	0.0%	16	27	(3)	3.03	38.
3	3	39	5	3.0%*	10	6.0%	101	60.5%	33	19.8%	17	10.2%	1	0.6%	11	30	(3)	3.26	39.
4	4	40	5	3.0%*	12	7.2%	23	13.8%	96	57.5%	31	18.6%	0	0.0%	9	11	(4)	3.81	40. –

NUMBER OF TEST REC. 169 ACTUAL 167

~~RdII~~ Faculty - 146
RdII

Round II

CLASS ITEM ANALYSIS

FACULTY
Rd II

CONTROL NO. 000000

DEPT.

INSTR. RAA MCCARRY PRP FACL SUBJECT LTY

PAGE 1

DATE 03-19-75

RESPONSE NUMBERS

N = 146

Modes Rd I	Rd II	QUESTION NO.	1	2	3	4	5	BLANK		Rd I	Mode	Mean →
3	(4)	1	4 2.7%	6 4.1%	23 15.8%	106 72.6%	7 4.8%	0 0.0%	4	Rd I 3	(4)	3.726 1
4	(4)	2	1 0.7%	2 1.4%	10 6.8%	117 80.1%	16 11.0%	0 0.0%	2		(4)	3.993 2.
5	(5)	3	1 0.7%	4 2.7%	16 11.0%	20 13.7%	105 71.9%	0 0.0%	1		(5)	4.534 3.
5	(4)	4	5 3.4%	8 5.5%	17 11.6%	100 68.5%	16 11.0%	0 0.0%	3	5	(4)	3.781 4.
2	(2)	5	18 12.3%	92 63.0%	13 8.9%	13 8.9%	10 6.8%	0 0.0%	19		(2)	2.349 5.
4	(4)	6	3 2.1%	15 10.3%	29 19.9%	87 59.6%	12 8.2%	0 0.0%	7		(4)	3.616 6.
3	(3)	7	9 6.2%	25 17.1%	92 63.0%	10 6.8%	10 6.8%	0 0.0%	17		(3)	2.911 7.
1	(1)	8	81 55.5%	33 22.6%	13 8.9%	10 6.8%	9 6.2%	0 0.0%	20		(1)	1.856 8.
1	(4)	9	16 11.0%	12 8.2%	32 21.9%	74 50.7%	12 8.2%	0 0.0%	8	1	(4)	3.570 9.
3	(3)	10	13 8.9%	18 12.3%	93 63.7%	14 9.6%	8 5.5%	0 0.0%	18		(3)	2.900 10. *
3	(3)	11	6 4.1%	17 11.6%	105 71.9%	12 8.2%	6 4.1%	0 0.0%	12		(3)	2.966 11.
3	(3)	12	6 4.1%	14 9.6%	97 66.4%	18 12.3%	11 7.5%	0 0.0%	11		(3)	3.096 12.
3	(3)	13	6 4.1%	9 6.2%	89 61.0%	28 19.2%	14 9.6%	0 0.0%			(3)	3.240 13.
1	(3)	14	15 10.3%	17 11.6%	87 59.6%	19 13.0%	8 5.5%	0 0.0%	1	1	(3)	2.918 14.
3	(3)	15	15 10.3%	14 9.6%	88 60.3%	17 11.6%	12 8.2%	0 0.0%	6		(3)	2.979 15
3	(3)	16	11 7.5%	19 13.0%	93 63.7%	13 8.9%	10 6.8%	0 0.0%	12		(3)	2.945 16.
3	(4)	17	6 4.1%	12 8.2%	26 17.8%	90 61.6%	12 8.2%	0 0.0%	15	3	(4)	3.616 17.
4	(4)	18	7 4.8%	8 5.5%	18 12.3%	99 67.8%	14 9.6%	0 0.0%	6		(4)	3.719 18.
3	(3)	19	8 5.5%	15 10.3%	90 61.6%	17 11.6%	16 11.0%	0 0.0%	5		(3)	3.123 19.
3	(3)	20	10 6.8%	12 8.2%	106 72.6%	11 7.5%	7 4.8%	0 0.0%	10		(3)	2.957 20.
5	(5)	21 SOLUTIONS	9 6.2%	12 8.2%	17 11.6%	23 15.8%	85 58.2%	0 0.0%	14		(5)	4.116 21.
5	(5)	22	5 3.4%	9 6.2%	10 6.8%	33 22.6%	89 61.0%	0 0.0%	7		(5)	4.315 22.
4	(4)	23	3 2.1%	7 4.8%	21 14.4%	95 65.1%	20 13.7%	0 0.0%	6		(4)	3.836 23

Causes

Rd. II Faculty

FACULTY 2
Rd. II

C L A S S   I T E M   A N A L Y S I S

CONTROL NO. 000000

PAGE 2

DEPT.   SECT.   NAN MCCARTHY NNN FACL   SUBJECT 179   DATE 03-18-75

RESPONSE NUMBERS

Rd I	Rd II	QUESTION NO.	1		2		3		4		5		BLANK			Mean → ↓
(5	(5)	24	1	0.7%	1	0.7%	11	7.5%	19	13.0%	110	75.3%	0	0.0%	1	(5) 4.67 24
(5	(5)	25	4	2.7%	2	1.4%	11	7.5%	16	11.0%	107	73.3%	0	0.0%	2	(5) 4.58 25
3	(3)	26	8	5.5%	9	6.2%	93	63.7%	25	17.1%	11	7.5%	0	0.0%	12	(3) 3.15 26
(3	(3)	27	11	7.5%	13	8.9%	93	63.7%	18	12.3%	11	7.5%	0	0.0%	15	(3) 3.03 27
(3	(3)	28	8	5.5%	9	6.2%	102	69.9%	17	11.6%	10	6.8%	0	0.0%	14	(3) 3.08
(3	(3)	29	10	6.8%	9	6.2%	97	66.4%	17	11.6%	13	8.9%	0	0.0%	13	(3) 3.09 29
(3	(5)	30	7	4.8%	3	2.1%	17	11.6%	13	8.9%	106	72.6%	0	0.0%	5	3 (5) 4.38 30
1	(1)	31	93	63.7%	12	8.2%	18	12.3%	11	7.5%	12	8.2%	0	0.0%	20	(1) 1.88 31
1	(1)	32	74	50.7%	27	18.5%	19	13.0%	15	10.3%	11	7.5%	0	0.0%	19	(1) 2.05 32
(1 4	(3)	33	18	12.3%	12	8.2%	86	58.9%	22	15.1%	8	5.5%	0	0.0%	17	1↔4 (3) 2.93 33
(3)	(3)	34	22	15.1%	11	7.5%	84	57.5%	16	11.0%	13	8.9%	0	0.0%	18	(3) 2.91 34
(5)	(5)	35	3	2.1%	3	2.1%	17	11.6%	17	11.6%	106	72.6%	0	0.0%	4	(5) 4.50 35
(5	(5)	36	3	2.1%	3	2.1%	12	8.2%	21	14.4%	107	73.3%	0	0.0%	3	(5) 4.50 36
(4	(4)	37	5	3.4%	3	2.1%	20	13.7%	107	73.3%	11	7.5%	0	0.0%	9	(4) 3.79 37
(3	(3)	38	10	6.8%	8	5.5%	105	71.9%	19	13.0%	4	2.7%	0	0.0%	16	(3) 2.77 38
(3	(3)	39	5	3.4%	8	5.5%	89	61.0%	28	19.2%	15	10.3%	1	0.7%	11	(3) 3.20 39
(4)	(4)	40	5	3.4%	11	7.5%	21	14.4%	82	56.2%	27	18.5%	0	0.0%	10	(4) 3.78 40

NUMBER OF TEST REQ. 146   ACTUAL 146

Rd II Counselors -21
Rd II

Rd II

CLASS ITEM ANALYSIS

Counselors
Rd II

CONTROL NO. 000000 PAGE 1

DEPT. IDENT. NAN MC GARRY NRP COL SUBJECT ASELCRS DATE 03-19-75

RESPONSE NUMBERS

N=21

Rd I	Rd II	Question No.	1	2	3	4	5	Blank	Rank	II	Mode	II Mean	
(4)	4	1	0 0.0%	4 19.0%	3 14.3%	14 66.7%	0 0.0%	0 0.0%	6		(4)	3.476	1.
(3)	4	2	0 0.0%	2 9.5%	0 0.0%	19 90.5%	0 0.0%	0 0.0%	2	3	(4)	3.810	2.
(5)	5	3	0 0.0%	2 9.5%	3 14.3%	2 9.5%	14 66.7%	0 0.0%	1		(5)	4.333	3.
(4)	4	4	0 0.0%	1 4.8%	3 14.3%	17 81.0%	0 0.0%	0 0.0%	3		(4)	3.762	4.
(3)	2	5	2 9.5%	14 66.7%	2 9.5%	2 9.5%	1 4.8%	0 0.0%	17	3	(2)	2.333	5
(1)	4	6	1 4.8%	4 19.0%	4 19.0%	12 57.1%	0 0.0%	0 0.0%	10	1	(4)	3.286	6.
(3-4)	3	7	1 4.8%	4 19.0%	12 57.1%	4 19.0%	0 0.0%	0 0.0%	15		(3)	2.905	7.
(2)	1	8	10 47.6%	6 28.6%	2 9.5%	3 14.3%	0 0.0%	0 0.0%	20	2	(1)	1.905	8.
4	4	9	1 4.8%	2 9.5%	3 14.3%	15 71.4%	0 0.0%	0 0.0%	4		(4)	3.524	9.
(3)	3	10	3 14.3%	6 28.6%	11 52.4%	1 4.8%	0 0.0%	0 0.0%	18		(3)	2.476	10.
(3)	3	11	0 0.0%	1 4.8%	15 71.4%	4 19.0%	1 4.8%	0 0.0%	13		(3)	3.048	11.
(3)	3	12	0 0.0%	0 0.0%	17 81.0%	4 19.0%	0 0.0%	0 0.0%	12		(3)	3.190	12.
(3)	3	13	0 0.0%	1 4.8%	13 61.9%	4 19.0%	3 14.3%	0 0.0%	7		(3)	3.429	13.
(4)	3	14	0 0.0%	1 4.8%	12 57.1%	7 33.3%	1 4.8%	0 0.0%	8	4	(3)	3.381	14.
1	3	15	3 14.3%	1 4.8%	17 81.0%	0 0.0%	0 0.0%	0 0.0%	17	1	(3)	2.667	15.
(3)	3	16	2 9.5%	0 0.0%	17 81.0%	1 4.8%	1 4.8%	0 0.0%	14		(3)	2.952	16.
4	4	17	0 0.0%	3 14.3%	4 19.0%	14 66.7%	0 0.0%	0 0.0%	5		(4)	3.524	17.
(4)	4	18	2 9.5%	2 9.5%	3 14.3%	14 66.7%	0 0.0%	0 0.0%	7		(4)	3.381	18.
(4)	3	19	0 0.0%	1 4.8%	14 66.7%	6 28.6%	0 0.0%	0 0.0%	11	4	(3)	3.238	19.
(2-3)	3	20	3 14.3%	2 9.5%	14 66.7%	1 4.8%	1 4.8%	0 0.0%	16	2-3	(3)	2.762	20.
(2-3)	3	21 SOLUTIONS 5	2 9.5%	7 33.3%	8 38.1%	2 9.5%	2 9.5%	0 0.0%		2-3	(3)	2.762	21.
(3)	2-3	22 5	3 14.3%	6 28.6%	6 28.6%	4 19.0%	2 9.5%	0 0.0%	17	3	(2)(3)	2.810	22.
(4)	4	23	0 0.0%	1 4.8%	0 0.0%	18 85.7%	2 9.5%	0 0.0%	6		(4)	4.000	23.

Rd. II Counselors

Counselors
Rd II

2

CLASS ITEM ANALYSIS

CONTROL NO. 000000

PAGE 2

DEPT.

IDENT. NAN MC GARRY RRP CCL

SUBJECT ASELCRS

DATE 03-10-75

RESPONSE NUMBERS

Rd I	II	QUESTION NO.	1		2		3		4		5		BLANK		Rank	Rd I	Mode II	Mean	
(5)	5	24	0	0.0%	0	0.0%	0	0.0%	6	28.6%	15	71.4%	0	0.0%	3		(5)	4.714	24.
5	5	25	0	0.0%	0	0.0%	0	0.0%	3	14.3%	18	85.7%	0	0.0%	1		(5)	4.857	25.
(4)	3	26	0	0.0%	0	0.0%	15	71.4%	5	23.8%	1	4.8%	0	0.0%	10	4	(3)	3.333	26.
(2)	3	27	0	0.0%	2	9.5%	14	66.7%	4	19.0%	1	4.8%	0	0.0%	15	2	(3)	3.190	27.
(3/4)	3	28	1	4.8%	1	4.8%	15	71.4%	3	14.3%	1	4.8%	0	0.0%	16	3/4	(3)	3.095	28.
(4)	3	29	0	0.0%	0	0.0%	14	66.7%	4	19.0%	3	14.3%	0	0.0%	7	4	(3)	3.476	29.
(5)	5	30	0	0.0%	0	0.0%	2	9.5%	2	9.5%	17	81.0%	0	0.0%	4		(5)	4.714	30.
(1)	1	31	13	61.9%	0	0.0%	3	14.3%	5	23.8%	0	0.0%	0	0.0%	20		(1)	2.000	31.
(3)	1	32	7	33.3%	1	4.8%	6	28.6%	6	28.6%	1	4.8%	0	0.0%	11	3	(1)	2.667	32.
(3)	3	33	0	0.0%	2	9.5%	12	57.1%	5	23.8%	2	9.5%	0	0.0%	12		(3)	3.333	33
(4)	3	34	1	4.8%	1	4.8%	13	61.9%	4	19.0%	2	9.5%	0	0.0%	14	4	(3)	3.238	34
(5)	5	35	0	0.0%	0	0.0%	1	4.8%	2	9.5%	18	85.7%	0	0.0%	2		(5)	4.810	35.
(4)	5	36	0	0.0%	2	9.5%	0	0.0%	4	19.0%	15	71.4%	0	0.0%	5	4	(5)	4.524	36
(4)	4	37	0	0.0%	0	0.0%	4	19.0%	16	76.2%	1	4.8%	0	0.0%	8		(4)	3.857	37.
(3/4)	3	38	0	0.0%	1	4.8%	14	66.7%	5	23.8%	1	4.8%	0	0.0%	13		(3)	3.286	38.
(4)	3	39	0	0.0%	2	9.5%	12	57.1%	5	23.8%	2	9.5%	0	0.0%	11	4	(3)	3.333	39.
(5)	4	40	0	0.0%	1	4.8%	2	9.5%	14	66.7%	4	19.0%	0	0.0%	7	5	(4)	4.000	40.

NUMBER OF TEST REC. 23 ACTUAL 21

Rd II agree
w/ Rd I consensus
on all (answers (mode)
i all but 2 items
#21 + #22.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by NANCY SIFFORD McGARRY. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Dr. Marlene Mitchell

Dr. Marlene Mitchell
Major Applied Research Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Norman L Stephens Jr

Dr. Norman L. Stephens
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

Leland L. Medsker

Dr. Leland L. Medsker, Director
Major Applied Research Advisors